TRIBAL DIRECTORS MANUAL

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INTRODUCTION

CHAPTER 1
INTRODUCTION

The Tribal Director Manual was developed to serve as a resource for the Tribal Learn and Serve Grantees. The Tribal Directors Manual is divided into the following chapters:

A. CHAPTER 2

Corporation For National and Community Service provides information on the Corporation for National and Community Service (CNCS) and the programs, which the Corporation operates. The three major service initiatives of the Corporation are AmeriCorps, Learn and Serve America, and the Senior Corps program.

B. CHAPTER 3

Learn and Serve Program Overview provides information on sample activities that should be accomplished at specific times before and after the grant period in the following areas; site collaborators and/or partnerships, program promotion and public relations, service learning, policies and procedures, and budget/fiscal.

C. CHAPTER 4

Service Learning Toolkit provides tools which can be used in project identification and planning, project implementation and management, project evaluation, and online resources for the project. The chapter includes a number of activities that can be completed to assist in each of the areas listed above.

D. CHAPTER 5

Performance Measurement Toolkit introduces the concept of performance measurement, provides information of performance measurement as it applies to Learn and Serve America programs, and will assist Tribal Learn and Serve programs in meeting the performance measurement requirements of the application process.

E. CHAPTER 6

Project Reporting provides information on how to prepare your program report and what information to include in the report. The chapter also provides a tool for performing an internal review of your report prior to submitting the report to the Corporation for National and Community Service.

F. CHAPTER 7

Financial Management discusses the three elements of a financial management system. A summary of the financial assistance regulations including the OMB cost principles is provided. Information on how to prepare a budget is also a part of the chapter.

G. CHAPTER 8

Program Evaluation provides the tools to evaluate how effectively a program meets its objectives, diagnose which factors contribute to successful or unsuccessful outcomes, and provides guidance for improvement of program activities. A number of tools are provided in this section for use in designing your project's evaluation.

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D. Learn and Serve America Fact Sheet 7

In 1994, the Corporation for National and Community Service was formed to engage Americans of ages and backgrounds in service to meet community needs. For the past decade, the Corporation and its Senior Corps, AmeriCorps, and Learn and Serve America programs have mobilized a new generation of engaged citizens. This year, more than 2 million individuals will serve through the Corporation's programs with thousands of national and community nonprofit organizations, faith-based groups, schools, and local agencies to help meet local needs in education, the environment, public safety, homeland security, and other critical areas. National and community service programs work closely with traditional volunteer organizations to broaden, deepen, and strengthen the ability of America's volunteers to contribute not only to their communities, but also to our nation.

SENIOR CORPS

Senior Corps taps the skills, talents, and experience of more than 500,000 Americans age 55 and older to meet a wide range of community challenges through three main programs: RSVP, the Foster Grandparent Program, and the Senior Companion Program. RSVP volunteers help local police departments conduct safety patrols, participate in environmental projects, provide intensive educational services to children and adults, and respond to natural disasters, among many other activities. Foster Grandparents serve one-on-one as tutors and mentors to young people with special needs. Senior Companions help homebound seniors and other adults maintain independence in their own homes. Senior Corps also administers the Special Volunteer Program in Homeland Security, which engages Americans in projects related to public safety, homeland security, and disaster preparedness and relief.

AMERICORPS

In 2004, AmeriCorps will support a record 75,000 opportunities for Americans to provide intensive service to their communities and country through three programs: AmeriCorps*State and National, AmeriCorps*VISTA, and AmeriCorps*NCCC (National Civilian Community Corps). AmeriCorps members recruit, train, and supervise community volunteers, tutor and mentor youth, build affordable housing, teach computer skills, clean parks and streams, run afterschool programs, help communities respond to disasters, and build the capacity of nonprofit groups to become selfsustaining, among many other activities. In exchange for a year of full-time service, AmeriCorps members earn an education award that can be used to pay for college or graduate school, or to pay back qualified student loans. Since 1994 more than 350,000 Americans have served in AmeriCorps.

The great majority of AmeriCorps members serve through AmeriCorps*State and National, which operates in a decentralized manner that gives a significant amount of responsibility to states and local nonprofit groups. Roughly threequarters of all AmeriCorps grant funding goes to Governor-appointed state service commissions, which award competitive grants to nonprofit groups, who recruit AmeriCorps members to respond to local needs.Most of the remainder of the grant funding is distributed by the Corporation directly to multi-state and national organizations such as Habitat for Humanity, the American Red Cross, City Year,Teach for America, and Boys & Girls Clubs of America. through a competitive grants process. AmeriCorps*VISTA, which celebrates its 40th anniversary in 2004, focuses the efforts of nearly 6,000 members each year on eradicating poverty and helping to meet the needs of people living in low-income communities nationwide. AmeriCorps*NCCC is a team-based, residential program designed specifically for young adults between the ages of 18 and 24. Approximately 1,200 members serve in AmeriCorps*NCCC each year.

LEARN AND SERVE AMERICA

Learn and Serve America provides an "on-ramp" to a lifetime of civic engagement for approximately 1.8 million students each year. The program awards grants to state education agencies, schools, nonprofit groups, and institutions of higher education to engage students in service activities linked to academic achievement. This type of learning, called service-learning, improves communities while developing the habits of service in young people. As part of its goal of making student service and service-learning a common practice across the country, Learn and Serve America provides resources to teachers, faculty members, school, and community groups. In addition, Learn and Serve America sponsors the Presidential Freedom Scholarships, which recognize outstanding community service each year by high school juniors and seniors.

USA FREEDOM CORPS

In his 2002 State of the Union address, President Bush called on all Americans to devote the equivalent of at least two years of their lives-or 4,000 hours-to service and volunteering, and he created USA Freedom Corps as a way to promote service and to coordinate volunteer opportunities offered through Federal programs. The USA Freedom Corps web site, *www.usafreedomcorps.gov,* hosts an online clearinghouse of volunteer opportunities nationwide for Americans interested in engaging in their community. Together with USA Freedom Corps, the Corporation for National and Community Service is fostering a culture of citizenship, service, and responsibility and helping all Americans answer the President's Call to Service.

MORE INFORMATION

To learn more about the Corporation or any of its programs, visit ***www.nationalservice.org*** or call 202-606-5000.

Corporation for NATIONAL & COMMUNITY SERVICE

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June 2004

Senior Corps

Senior Corps taps the skills, talents, and experience of more than 500,000 Americans age 55 and older to meet a wide range of community needs through three programs: RSVP, Foster Grandparents, and Senior Companions. RSVP volunteers conduct safety patrols for local police departments, participate in environmental projects, provide intensive educational services to children and adults, and respond to natural disasters, among other activities. Foster Grandparents serve one-on-one as tutors and mentors to young people with special needs. Senior Companions help homebound seniors and other adults maintain independence in their own homes.

RSVP

RSVP, one of the largest volunteer efforts in the nation, engages people age 55 and older in a diverse range of volunteer activities. Volunteers organize neighborhood watch programs, tutor children, renovate homes, teach English to immigrants, assist victims of natural disasters, and serve their communities in a myriad of other ways. Through RSVP, more than 480,000 volunteers serve a few hours a week to nearly full time at an estimated 65,000 local and national nonprofit groups, places of worship, and government agencies. Volunteers are not paid, but sponsoring organizations may reimburse them for some costs incurred during service, including meals and transportation.

FOSTER GRANDPARENTS

The Foster Grandparent Program provides a way for limited-income people age 60 and older to serve as extended family members to children and youth with exceptional needs. Foster Grandparents serve from 15 to 40 hours a week in schools, hospitals, correctional institutions, day-care facilities, and Head Start centers. They help children who have been abused or neglected, mentor troubled teenagers and young mothers, and care for premature infants and children with physical disabilities. In return for their service, Foster Grandparents receive a stipend of $2.65 an hour, accident and liability insurance and meals while on duty, reimbursement for transportation, and monthly training. More than 30,000 Foster Grandparents tend to the needs of 275,000 young children and teenagers each year.

SENIOR COMPANIONS

The Senior Companion Program provides a way for limited-income people age 60 and older to provide assistance and friendship to adults who have difficulty with daily living tasks, such as grocery shopping and bill paying. Senior Companions spend from 15 to 40 hours a week helping two to four adult clients live independently in their own homes. Senior Companions provide relief to caregivers and alert doctors and family members to potential problems. In return for their service, Senior Companions receive a stipend of $2.65 an hour, accident and liability insurance and meals while on duty, reimbursement for transportation, and monthly training. Approximately 15,000 Senior Companions tend to the needs of more than 60,000 adults each year.

SENIOR SERVICE OPPORTUNITIES

Senior Corps administers a comprehensive online service to connect seniors with volunteer opportunities in their communities. Accessible through the *www.seniorcorps.org* website, it not

only contains information about opportunities at every RSVP, Senior Companion, and Foster Grandparent project in the country, but also lists volunteer opportunities for seniors at a wide number of nonprofit groups across the nation. This feature reflects the Corporation's goal of promoting service and volunteerism throughout the lifetime of every citizen, whether through a national service program or through other volunteer networks and organizations.

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

Senior Corps is administered by the Corporation for National and Community Service, which also oversees AmeriCorps and Learn and Serve America. Together, the programs of the Corporation provide opportunities for Americans of all ages and backgrounds to serve their communities and country.

USA FREEDOM CORPS

The Corporation is part of USA Freedom Corps, a White House initiative to foster a culture of citizenship, service, and responsibility, and help all Americans answer the President's Call to Service.

MORE INFORMATION

To learn more about Senior Corps, visit
www.seniorcorps.org or call 800-424-8867 or TTY 800-833-3722.

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January 2003

AmeriCorps

AmeriCorps engages 50,000 Americans age 17 and older each year in intensive service to meet community needs in education, the environment, public safety, homeland security, and other areas. Members serve with national nonprofit organizations like Habitat for Humanity, the American Red Cross, and Teach for America, as well as with hundreds of smaller community organizations, both secular and faith-based. Other members serve with AmeriCorps*NCCC (National Civilian Community Corps), a team-based residential program for adults ages 18 to 24, or in low-income communities with AmeriCorps*VISTA. In exchange for a year of service, AmeriCorps members earn an education award that can be used to pay for college or to pay back qualified student loans.

OVERVIEW

Since 1994, more than 250,000 men and women have served in AmeriCorps, providing needed assistance to millions of Americans. AmeriCorps provides trained, dedicated people to help nonprofit groups, both secular and faith-based. Members tutor and mentor youth, build affordable housing, teach computer skills, clean parks and streams, run after-school programs, help communities respond to disasters, and recruit and manage traditional volunteers. At the request of President Bush, AmeriCorps has expanded its work to include projects directly related to homeland security.

AMERICORPS*STATE AND NATIONAL

More than three-quarters of AmeriCorps grant funding goes to Governor-appointed state service commissions, which in turn award and monitor grants to hundreds of nonprofit groups and agencies. The other quarter goes to national nonprofits that operate in more than one state. The organizations that receive grants are responsible for recruiting, selecting, and supervising AmeriCorps members. AmeriCorps grantees include national groups such as the U.S. Veterans Initiative, National Council of La Raza, Catholic Network of Volunteer Service, and Boys and Girls Clubs of America, as well as hundreds of smaller faith-based and local community organizations.

AMERICORPS*VISTA

For more than 35 years, AmeriCorps*VISTA members have helped impoverished individuals and communities attain selfsufficiency. Members serve full time for a year with nonprofit groups, public agencies, and faith-based organizations throughout the country, working to fight illiteracy, improve health services, create and expand businesses, increase housing opportunities, and bridge the digital divide. Approximately 6,000 AmeriCorps*VISTA members serve in more than 1,100 local programs; nearly 15 percent of AmeriCorps*VISTA members are assigned to projects that support the work of faith-based organizations.

AMERICORPS*NCCC

AmeriCorps*NCCC (National Civilian Community Corps) is a 10-month, teambased, full-time residential program for men and women between the ages of 18 and 24. It combines the best practices of civilian service with the best aspects of military service, including leadership training and team building. Members serve in diverse teams of 10 to 14 individuals. Priority is given to projects in homeland security and disaster relief. Teams are based at five campuses across the country and are assigned to projects in their respective regions. Approximately 1,200 members serve in AmeriCorps*NCCC.

ELIGIBILITY AND BENEFITS

AmeriCorps is open to U.S. citizens, nationals, or lawful permanent resident aliens age 17 and older. Members serve full or part time over a 10- to 12-month period. Upon successful completion of their service, members receive an education award to pay for college, graduate school, or to pay back qualified student loans. During their service, members receive health insurance, training, and student loan deferment. About half of the members also receive a modest annual living allowance of about $9,300. Members who serve part time receive a partial education award.

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

AmeriCorps is administered by the Corporation for National and Community Service, which also oversees Senior Corps and Learn and Serve America. Together, the programs of the Corporation provide opportunities for Americans of all ages and backgrounds to serve their communities and country.

USA FREEDOM CORPS

The Corporation and its programs are part of USA Freedom Corps, a White House initiative to foster a culture of citizenship, service, and responsibility, and help all Americans answer the President's Call to Service.

MORE INFORMATION

To learn more about AmeriCorps, visit *www.americorps.org* or call 800-942-2677 or TTY 800-833-3722.

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January 2003

Learn and Serve America

Learn and Serve America makes grants to schools, colleges, and nonprofit groups to support efforts to engage students in community service linked to academic achievement and the development of civic skills. This approach to education, called service-learning, improves communities while preparing young people for a lifetime of responsible citizenship. In addition to making grants, Learn and Serve America serves as a resource on service and service-learning to teachers, faculty members, schools, and community groups.

SCHOOL-BASED PROGRAMS
Schools may apply for service-learning funds through their state education agency. Grants also are made on a competitive basis to Indian tribes, U.S. territories, and nonprofit organizations. Schools use grants to work in partnership with local rganizations to implement service-learning activities for students ages 5 to 17. Schools may also use funds for teacher training, program evaluation, or to support service-learning coordinators.

COMMUNITY-BASED PROGRAMS
Funds are awarded on a competitive basis to state service commissions and nonprofit organizations to plan, implement, expand, and replicate service-learning programs in local communities. Participants in these programs may include youth ages 5 to 17 who are not in school.

HIGHER EDUCATION PROGRAMS
Through a competitive grants process, the Corporation awards funds directly to individual colleges and universities or to higher education consortia to create and strengthen programs and courses that integrate community service with academic study. Grants support partnerships between higher education institutions and community organizations. Higher education institutions may also conduct research and evaluation, provide technical assistance, and supplement Federal Work-Study programs that focus on community service.

GRANT TERMS
All Learn and Serve America grants are for a period of three years, renewable annually contingent upon performance and the availability of funds. Each School-Based and Community-Based project must provide 10 percent to 50 percent of the total program cost in matching funds; Higher Education grants must be matched dollar for dollar. School- and Community-Based programs account for nearly twothirds of Learn and Serve America's grantees, while the Higher Education programs account for the remaining third.

SERVICE-LEARNING RESOURCES

Learn and Serve America provides a variety of resources to schools and community organizations to help them plan, implement, and improve service-learning programs. The National Service-Learning Clearinghouse offers a repository of tools, information, curricula, and research on service and service-learning. For more information, visit *www.servicelearning.org* or call 866-245-7378 or TTY 831-461-0204.

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

Learn and Serve America is administered by the Corporation for National and Community Service, which also oversees Senior Corps and AmeriCorps. Together, the programs of the Corporation provide opportunities for Americans of all ages and backgrounds to serve their communities and country.

USA FREEDOM CORPS

The Corporation is part of USA Freedom Corps, a White House initiative to foster a culture of citizenship, service, and responsibility, and help all Americans answer the President's Call to Service.

MORE INFORMATION

To learn more about Learn and Serve America, visit *www.learnandserve.org* or call 202-606-5000, ext. 117 or TTY 202-565-2799.

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A. Program Development 1

A. Program Development

	Site Collaborators and/or Partnerships	Program Promotion and Public Relations	Service Learning Program	Policies and Procedures	Budget/Fiscal
Two-three months prior to the start of the year:	❑ Hold focus meetings with interested groups in the community(s). ❑ Meet individually with each prospective community groups to determine needs, objectives, and student roles. ❑ Develop program calendar. ❑ Plan orientation for community collaborators. ❑ Develop general advisory boards – one with representation from all players (including students) and one general student advisory board.	❑ Research possible student and faculty interest in participation. ❑ Identify target population and resources. ❑ Create informational materials, such as flyers, brochures, newspaper and radio ads, and a website. ❑ Spread the word! Go to community meetings, fairs, visit colleges, post flyers, ask for radio and newspaper PSAs. ❑ Develop and publish descriptions of service learning examples for public support.	❑ Assess needs of the educational system to utilize service learning as an educational method. ❑ Brainstorm service topics and formulate goals and objectives with faculty. ❑ Plan and design student, faculty and community orientation. ❑ Provide access to resources (i.e. publications, videos, see list in Appendices) ❑ Establish a pre-post student assessment survey for students and teachers (see Appendices). ❑ Meet with faculty and students to establish class service learning requirements; contemplation of service, planning, act of service, reflection, journaling, and celebration. Consult with Advisory Boards to finalize Goals and Objectives	❑ Draft operating policies and procedures for school board approval. ❑ Obtain operation regulations and guidelines from grantor (if a project is grant funded) and develop operating policies and procedures for school board approval). ❑ Develop forms, such as service tracking forms, contracts (MOU/MOA), student handbook, and monitoring and reporting.	❑ Develop budget. ❑ Obtain a written commitment of funds to provide a cash match or in-kind donation (soft dollars). ❑ Set-up payroll for staff. ❑ Develop accounting system to capture program expenditures (including match). Develop budget for orientations.
One month prior to the start of the year:	❑ Conduct orientation for students and community collaborators/partners, including a review of policies, prohibited activities, service descriptions and reporting procedures. ❑ Create formal Memorandas of Understanding or Agreement with community partner.	❑ Begin reference and criminal background checks on staff and potential volunteers.	❑ Arrange for logistics, such as meeting space and food; assign tasks to staff. ❑ Contact prospective trainers to provide an in-service for teachers and community members. ❑ Collaborate with other national service programs or partner sites. ❑ Arrange for transportation and child care.	❑ Once staff have been selected, send them info packets and request documents needed for your files, such as W-4s, driver's licenses, diplomas, and birth certificates. ❑ Review service learning proposal and set up evaluation mechanism. ❑ Establish routine service learning practice components to be incorporated into all service learning experiences.	❑ Train sites on documenting in-kind match (if applicable). ❑ Ensure that Letters of Commitment are "on-file".

	Site Collaborators and/or Partnerships	Program Promotion and Public Relations	Service Learning Program	Policies and Procedures	Budget/Fiscal
One week before start of the year:	❑ Ensure each service site and school has an orientation plan.	❑ Send welcome letter to all community sites.	❑ Finalize orientation logistics. ❑ Meet with all faculty and staff to provide an in-service for proposed program. ❑ Finalize goals and objectives. ❑ Determine, with faculty, the best method for grading students participation in service learning activities.	❑ Monitor documentation files to see what still needs to be turned in. ❑ Submit request to the school board for student graduation credit for participation in service learning activities.	❑ Ensure accounting system is ready to track cash and in-kind expenditures.
First month of program year:	❑ Project director meets with students and community collaborators.	❑ Program staff develop press release to announce the start of the activities.	❑ Set dates for regular Advisory Board meetings, trainings, celebration, and evaluation. ❑ Finalize grading (for graduation credit) method for students.	❑ Produce a policy and procedures manual. ❑ Set up schedule of due dates for reports (both fiscal and program). ❑ Implement evaluation mechanism. Monitor approval of graduation credit for students.	❑ Set up format and times for meeting to review budgets versus actual expenditures.
Ongoing during the year:	❑ Obtain feedback from community sites through written evaluations or monthly meetings. ❑ Monitor sites through regular site visits and meetings with key staff. ❑ Share program successes with public.	❑ Develop mechanism for students to be responsible for public relations activities (with appropriate supervision).	❑ Conduct a student pre-survey assessment for students and teachers (see Appendices). ❑ Conduct mid-year and end-of-year performance evaluations. ❑ Maintain an open forum for community feedback. ❑ Arrange for expansion of service learning in all academic areas.	❑ Maintain a log of hours of service in the community(s) and number of students. ❑ Maintain a log of number of volunteers and hours served. ❑ Timely submission of reports (both fiscal and program). ❑ Prepare form for grading students.	❑ Regular monitoring of budget versus actual expenditures. ❑ Monitoring of match in budget versus actual reported. ❑ Timely submission of reports (both fiscal and program).

	Site Collaborators and/or Partnerships	Program Promotion and Public Relations	Service Learning Program	Policies and Procedures	Budget/Fiscal
1st Quarter	❑ Develop site buy-in with faculty. ❑ Involve sites in monitoring goals and objectives. ❑ Ensure quality environment for excellence of learning at all sites. ❑ Follow-up on signed site agreements. ❑ Begin site visits/ training's. ❑ Setup email for communication – feedback. Use it (or blast fax) for weekly/monthly updates for faculty and sites. ❑ Understand political climate of site, and get to know more than one staff person at the site. ❑ Set up systems of communication – time logs, deadlines. ❑ Determine skill level of students - what students will offer. ❑ Say it…write it…send it. Document everything!	❑ Outreach – develop relationships and contacts i.e. other Tribes, Tribal and other colleges, public schools, career development office, student organizations, college departments, service sites, and community organizations. ❑ Develop mechanism for routine student public relation opportunities (i.e., weekly newspaper, school- newsletter). ❑ Develop mechanism to expand community service learning opportunities.	❑ Outline process for student journals. ❑ Finalize training plan for the year, book trainers, sites for the year. ❑ Develop individual class expectations for service learning. ❑ Ensure that time is built in for reflection after each service activity. ❑ Set and reinforce expectations, and develop norms. ❑ Program specific trainings. ❑ Submit student grades (if on a quarter system),through regular channels and copy to project director.	❑ Develop glossary of terms for staff, members, sites. ❑ Go over grant provisions (if grant funded) with site supervisors. ❑ Discuss and clarify application of approved program policy and procedures. ❑ Develop weekly/monthly updates and reminders to sites, faculty and students about reports, meetings, policies, etc.	❑ Create forms: Expense vs. budget, in-kind donation, project planner, fund-raising recognition, funding sources, accounting software setup, and document files. ❑ Review financial reports every month. Budget vs. actual, and match. ❑ Identify funding partnerships to be developed during the year.

	Site Collaborators and/or Partnerships	Program Promotion and Public Relations	Service Learning Program	Policies and Procedures	Budget/Fiscal
2nd Quarter	❑ Reinforce big picture of service learning & how it fits in the total picture of comprehensive education. ❑ Maintain contact with site and faculty (review prohibited activities). ❑ Newsletter (featuring successful collaborators/partnerships), distribute to partners, prospective partners, and advisory boards. ❑ Write press release, showcase service learning, make presentations, and videos to market program. ❑ Remind sites about documentation and evaluation. ❑ Quarterly site supervisor meeting.	❑ Year long promotion plan: develop/assess printed materials (flyers, newsletters, and posters).	❑ Develop method for appreciation of student service. ❑ Develop method for appreciation by students for the service learning opportunity. ❑ Set one on one meetings with faculty to review program progress. ❑ Recruit students to provide trainings in their skill areas. ❑ Submit student grades (if on a semester system), through regular channels and copy to project director.	❑ Audit student files in the middle of the year. ❑ Give regular printouts of student hours to faculty to keep them up-to-date. ❑ Attend regular meetings. ❑ Create/implement policy for site evaluation.	❑ Develop strategy plan development for next year. ❑ Review financial reports every month. Budget vs. actual, and match.

	Site Collaborators and/or Partnerships	Program Promotion and Public Relations	Service Learning Program	Policies and Procedures	Budget/Fiscal
3rd Quarter	❑ Documentation Maintenance. ❑ Site application process for next year. ❑ Documentation and evaluation. ❑ Quarterly site supervisor meeting: Recognition of students and site supervisors, get feedback on program quality and needed changes.	❑ Year-long promotion plan: develop/assess printed materials (flyers, newsletters, and posters). ❑ Involve students in community site expansion. ❑ Plan for end of year celebration.	❑ Meet with faculty, students and sites to develop skills, knowledge and practices specific to the program's objectives for next year. ❑ Review Education Award process. Submit names of eligible students.	❑ Reminder to stuldents to keep their journals up to date. ❑ Project director attend school board meeting for update and to listen for issues, concerns, or other reports about the program. ❑ Reminders to sites about reports. ❑ Review policy and procedures/share resources in preparation for next year. ❑ Develop catch-up plans for sites that are experiencing difficulties, assess progress.	❑ Review financial reports every month. Budget vs. actual, and match.
4th Quarter	❑ Begin renewal of present site collaboration and seek expansion for new sites for next year. ❑ Review expectations with site supervisors. ❑ Graduation and awards. ❑ Exchanging resources for media.	❑ Conduct program wide celebration.	❑ Conduct a student post-survey assessment for students and teacheers (see Appendices). ❑ Obtain Advisory Boards' input for next year's program. ❑ Student graduation and celebration. ❑ Present education awards.	❑ Give regular printouts of student hours to keep faculty up-to-date. ❑ Reminders to sites and faculty about final reports.	❑ Review financial reports every month. Budget vs. actual, and match. ❑ Submit financial report monthly. Record expenses, and in-kind. ❑ All programs: Submit Financial status report. ❑ Work on funding partnerships. ❑ Invite partners and funders to graduation celebration. ❑ Finalize fiscal years expenditures.

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CHAPTER 4
SERVICE LEARNING TOOLBOX

Work pages and checklists to help you get started and to keep you going.

Each project is unique to the needs of the reservation and its community(s). The purpose of these work pages is to help you clarify your goals and keep track of project details. You will need to determine your own specifics that can apply to your program. You may or may not need to utilize each section of these work pages. You possibly will want to add to the sections to make them meaningful for your unique context. This Toolbox is not designed to be all-inclusive; rather, it is a basic guideline that suggests the major topics found in most service learning programs.

A. Preparation (Project Identification and Planning)
B. Action
C. Formal Evaluation
D. Online Resources

Success in developing something new takes time and practice. Reflecting, and keeping good notes as the project proceeds, will assist you with evaluating the process and its outcome.

A. PREPARATION

Preparation for a Service-Learning Project consists of two parts: project identification and planning.

1. Project Identification

Consider this first step as a needs assessment to determine what kinds of service will benefit the community and what skills your students can learn in this context.

Brainstorming a Project: Community Needs
Finding a meaningful and useful project may require some investigation. Are there community groups that could use a helping hand? What are some niches in your community that need development? Brainstorm with your students about possibilities. They could be aware of additional resources! The following people may have needs or ideas about possible projects. They also could have resources available, including assistance, sponsorship, or expertise.

- Business People
- Personal contacts
- Community groups
- Public agencies (forest service, library)

Who is your community collaborator/partner? Your school? Another organization? To what extent will the collaborator/partner work with you? Establish these mutual expectations early in the process.

List your ideas for projects here. This is a great opportunity for you and your students to discuss the possibilities and weigh the merits of each. Projects that are not selected may be explored another time (either as spin-offs or parts to an ongoing series of service-learning projects)?

2. Planning

The following checklist provides an overview of the main considerations for planning your project. Your project may or may not require all of these considerations. Description, in further detail, for each consideration follows in alphabetical order.

Done	Considerations	Done	Considerations
❑	**Administration (project leadership)**	❑	**Supervision**
❑	**Goals and Objectives**	❑	**Training**
❑	**Timeline**	❑	**Reflection**
❑	**Budget Requirements (including in-kind, local assets**	❑	**Celebration and Demonstration**
❑	**Structure**	❑	**Liability Issues**
❑	**Curriculum and Assessment**	❑	**Media Coverage**
❑	**Participant Roles**	❑	**Transportation**
❑	**Scheduling**	❑	**Evaluation**

Administration (Leadership)
Each project should have a project director or coordinator, who is responsible for ensuring that the program follows the guidelines of the funding agency. It is strongly encouraged to include students in decision-making roles to foster future leadership qualities and successful design of goals and objectives.

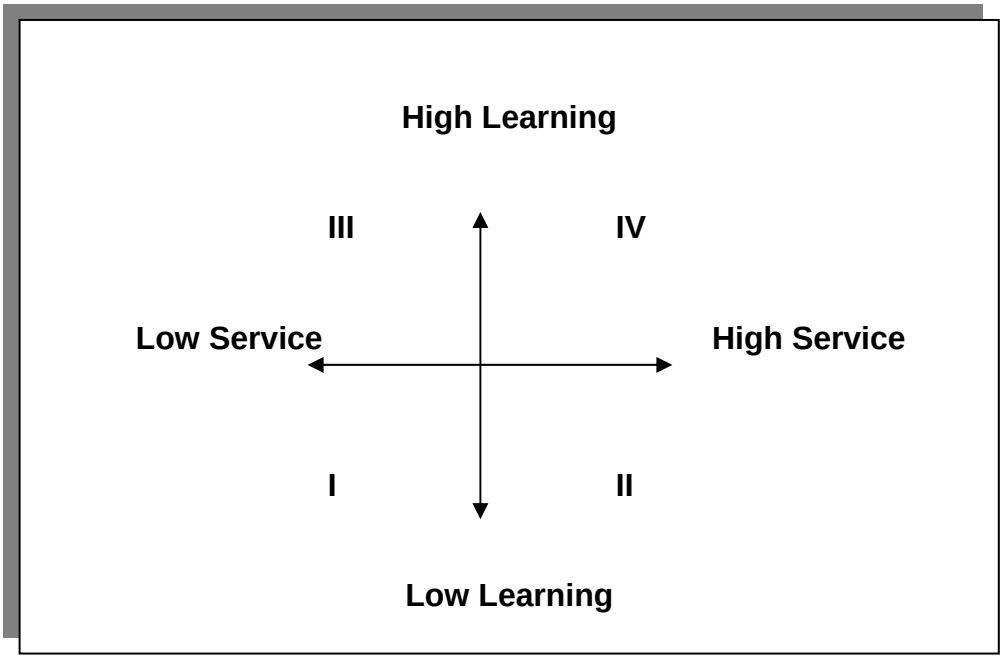
Goals and Objectives

Tying project goals to specific outcomes of the project is one of the most important steps of the planning process. Whether you start with a service idea and seek learning objectives to match, or vice versa, it is useful too clearly develop goals for both. Again, it is paramount to involve students in this process to give them ownership of the project.

First, define where the project falls on the service-learning map in Figure 1. Consider the levels of both service and learning outcomes of the project. Some projects may have high levels of one continuum but do not have much of the other. For example, students may be studying a local watershed (high learning), but they do not assist in its needed restoration (low service); such a project falls into quadrant III. Likewise, some projects may have high levels of service but do not consider an academic component (quadrant II).

Aim for the top right quadrant, IV, which will provide participants with a good balance of learning and service.

Figure 1



Your overall goals can be outlined as follows:

SERVICE GOALS	LEARNING GOALS (KNOWLEDGE, SKILLS AND ABILITIES)
Benefits to students:_____ _____ _____	Students will know: _____ _____
Benefits to the school or community partners: _____ _____ _____	Students will understand: _____ _____ Students will be able to: _____

Timeline
Map out the timeline for the project. Include start and end dates, onsite activities and any classroom instruction or reflections related to the project. Projects that involve frequent site visits and/or are relatively intensive may be more difficult to pinpoint.

Budget
Service learning does not need to be costly; however, sometimes funds are required for materials or transportation. Other budget requirements are justification of matching funds. In-kind can be cash or "soft funds" (i.e. volunteers time, donation of supplies, news media). What parts of the project require funds?

Sources of funding include:

- Community collaborators
- Tribal enterprises
- Volunteers
- Grants[1]
- Business sponsorships
- Fundraising

AREA REQUIRING FUNDING	ESTIMATED COST
	$
	$
	$
	$
	$
	$
	$
TOTAL	$

Structure
How will you implement the project into your class(es)? How many teachers are involved? How does this effect scheduling? Is this project a stand-along? Or is it part of a larger project?

Curriculum for the Project
Service-learning will provide an alternative context for your existing curriculum. There is no recipe, since each project is unique. However, including the following in the development of the learning opportunities should provide a rich learning experience:

- Activities that stimulate the acquisition and application of course concepts and skills
- Promotion of high levels of thinking and the construction of knowledge
- Communicate of information and ideas, both directed and random
- Opportunities to learn in culturally supportive environments
- Assessments that are integrated with instruction

Develop multiple methods for students to demonstrate their successes. Assignments that students complete for course credit may include:

[1] These require advance planning. Visit Learn & Serve America's Web site for more information: http://www.cns.gov/learn/resources/index.html.

- Journals kept for the entire service-learning process
- Oral presentation and/or demonstrations
- Essays
- Products developed for the project, or photos of them
- Diagrams that map out solutions to the defined problem
- Research papers on relevant background information
- Students self-evaluation (see Formal Evaluation section)

Include several of these items in a portfolio for students to use during the reflection process.

Develop your project curriculum in line with your goals and objectives (see the next section) increases your changes for success. *It is paramount to involve students in this process to give them ownership of the project.*

Learning Needs Assessment
What do your students need to learn, and how can it be linked to the project? Organize this by breaking down the learning goals into specific objectives that are clearly linked to your students/ curricular objectives so outcomes are clear.

Historically, while not necessarily called "service learning," tribal cultures utilized some form of this pedagogy in a variety of modalities. Some programs may wish to involve elders in their planning activities to utilize traditional service expectations.

The U.S. Department of Labor (1991) *SCANS*[2] *Report* offers a framework that integrates well with the principles of service learning. It includes five competencies and a three-part foundation that span both service and learning. (Note that your project may or may not lend itself to these competencies. You may also have fewer than three objectives for each one.)

FIVE COMPETENCIES

1. Resources: Identifies, organizes, plans and allocates
2. Interpersonal: Works with others
3. Information: Acquires and uses information
4. Systems: Understand complex interrelationships
5. Technology: Works with a variety of technologies

THREE-PART FOUNDATION

1. Basic Skills: Reads, writes, performs math, listens and speaks
2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons
3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

Use the tables on the following pages to establish student learning objectives and their connections to curriculum and/or state/local standards. *Post these on large sheets for your students to use in reflection and evaluation of the project as it progresses.* Students appreciate knowing exactly how they will be assessed.

Why write out the objectives?

1. It can assist you with your learning needs assessment.

2. Clear objectives guide the evaluation of project outcomes (see Formal Evaluation section).

3. Tracking the objectives is very useful if you are using grant funds for the project; it facilitates the reporting process and increases the likelihood you will be refunded.

Finally, look at what students know already, and what they'll need to know:

1. Define students' prior knowledge, skills and abilities (KSAs) and determine what additional KSAs they will need beforehand to be successful in carrying out the project; and

[2] More information on the Secretary's Commission on Achieving Necessary Skills (SCANS) can be found online at http://wdr.doleta.gov/SCANS.

2. Determine the KSAs that students will gain while completing the project. Will they gain these “on the job” (OJT) or in class? How do these match curriculum/standards?

Competency	Objective	Corresponding Curriculum
Resources	1.1:_____ 1.2:_____ 1.3:_____	
Interpersonal	2.1:_____ 2.2:_____ 2.3:_____	
Information	3.1:_____ 3.2:_____ 3.3:_____	
Systems	4.1:_____ 4.2:_____ 4.3:_____	
Technology	5.1:_____ 5.2:_____ 5.3:_____	

An example objectives for systems competency for an environmental science service learning project might be, “Students will be able to demonstrate their understanding the positive effects of stream log jams or fish habitat.

A. Competency	Objective	Corresponding Curriculum
Basic Skills	6.1:_____ 6.2:_____ 6.3:_____	
Thinking Skills	7.1:_____ 7.2:_____ 7.3:_____	*
Personal Qualities	8.1:_____ 8.2:_____ 8.3:_____	*

*****Your state or district may or may not have curriculum in personal qualities or thinking skills.

Participant Roles
Roles of participants may differ from those in traditional classroom setting. These multiple roles include but are not limited to the following:

Participant	Multiple Roles
Student	• Planners • Risk takers • Collaborators • Independent workers • Valuable contributors
Teacher	• Facilitator • Community resource expert • Public relations director • Architect of safety • Leader • Mentor
Community Partner	• Teacher • Leader • Supervisor • Information source • Mentor
Volunteer	• Facilitator • Extra support • Information source • Mentor

See the training section for more on exploring and making the most of these roles.

Scheduling
How much time will you need for each component of the project? Do you need blocks of time? If you teach high school, you may need to combine efforts with other teachers/classes (see Structure section). Plan each session carefully to make sure the time of your students' and of your community partner is well spent. Align your needs with your Timeline (see Timeline section.)

Supervision
The ideal number of students for each adult varies with the age range of the students, complexity and difficulty of the project, and the service site. What is the student to teacher ratio? Is this sufficient to carry out the goals of the project?

Training
Preservice training is a good idea for all participants. It gives participants a better understanding of expectations and procedures, and may alert you to other needs.

Participant	General Training Needs
Students	• Effective communication • Problem solving • Base knowledge required • Cooperation and collaboration • Appreciation for community and diversity • Safety and workplace rules • Understanding expectations of community members • Philosophy and methodology • Base skills/knowledge (see Goals section)
Community Partner and Volunteers	• Expectation for student learning (include SCANS info) • Expectations for student service • Evaluation strategies • Where to go for help with challenges with students • Philosophy and methodology • Mentorship[3]

Tailor the general training needs to your project. Training can take place in the classroom, on site or in smaller meeting spaces, if appropriate. It can be formal or informal.

A preliminary meeting for all participants to meet, prior to starting the project, is also advised; students may prepare questions or concerns in advance.

[3] For more information on mentoring visit the National Mentoring Center Web site at www.nwrel.org/mentoring/research.html.

Reflection

What are strong points in the service learning project?_____

What needs more development? What are some possible solutions?_____

Celebration/Demonstration

Celebrating the accomplishments of your project is important, as it allows students to step back and see what they've achieved. Considerations:

- What will you demonstration or exhibit?
  - Presentation of concepts learned during the project and how they relate to the service and the educational curriculum
  - Demonstration of the service or "product" and "knowledge" gained
  - Description of why this type of learning was used in comparison to routine classroom settings
  - Possibilities for further service-learning

- Who will be invited to the celebration? Any outside guests?
  - Parents
  - Community partner
  - Students and teachers from other classes
  - Tribal officials
  - Local news media
  - District level staff
  - Chamber of Commerce or business leaders

Liability Issues
Talk with your school administrator about all liability requirements. Some of these include:

- Permission slips, releases for all minor participants
- Drivers insurance for those providing transportation
- Site/agency insurance for community partners
- Emergency binder to take with you to community sites (with student home contact information)

Media Coverage
Will you involve the local newspaper or television station in recording the project at all? Ideas include:

- Coverage during and after the project is in action
- Letters to the editor describing your students' accomplishments.

Transportation
Does the service project take place outside of the school? If yes, how will you get there? Options: school bus, public transportation, walking (if close by), volunteers (see Liability section).

B. ACTION

Go for it! Review your plans for each session to keep on track with goals, reflect on progress and problems, and continue striving for solutions. General questions to consider during the action phase:

- Is the timeline realistic?
- Have unseen needs arisen? Involve students in finding solutions. (Such reflection can assist in modifying the project, as in the case of "Fish to Goats," see Appendix 1).
- How are students feeling about the process?
- How are community partners feeling about the process?
- How can you maintain/strengthen the connection between service and learning?

Reflection and Evaluation During the Project
Reflection can be written, oral, or large group dialogue. It can be a self-evaluation done by students or evaluation of the project by the group. Suggested questions for reflection:

- What kinds of things are we doing? How do our actions match our goals and objectives (both as a group and as individuals; refer to posted goals and objectives)?
- Do they match our expectations? If not, should we revise expectations? Or the project?
- Are leaders emerging? Who?
- What is the most difficult part? The most rewarding?
- What is your main contribution?
- Did we miss something in our planning? What?
- What kind of skills and/or knowledge do we need to make this project a success?
- What have year learned?
- How have we helped solve the problem that is the basis of the service component of this project?
- Are there any other needs arising that might be a good second project?

More questions are available at www.fiu.edu/~time4chg/Library/reflect.html, *Reflection: Getting Learning Out of Serving.*

C. FORMAL EVALUATION

The formal evaluation process can be broken down into three major areas: student learning, student service, and student experience. Evaluation is crucial in order to assess the success of the project and also give feedback for improvement in future projects.

1. Assessing your Students' Learning

Linking your assessment of the service learning components to your earlier goals and objectives will give you the best picture for both summative and formative (for future projects) evaluations. It also eliminates surprises for students, provided that you have included them in the entire development process (see Goals and Objective section).

There are several ways to evaluate the success of the program. Using rubrics allows you to clearly link outcomes to objectives. Students, teachers and community partners can use these to evaluate the process as a whole, the project outcomes, or individuals (e.g., self-evaluation or teachers evaluating students). Students may also want to evaluate the community partner on willingness to work with them in positive ways.

An example of using rubrics for each participant is given below. Scoring occurs on a high-to-low scale. Scales can measure performance, satisfaction, learning, etc. Scales should be clearly stated at the top of each rubric.

It is essential if you are going to use rubrics that you also include a section for written comments so that students and the community partner have a chance to express additional thoughts or to refer to a tangible outcome (e.g., an assignment for the project; see Curriculum section).

Check one for each objective

4=Outstanding; 3=Very well; 2=Satisfactory; 1=Needs Improvement

Objective	4	3	2	1	Comments
1.1…					
1.2…					
1.3…					

Assignments or portfolios that are submitted for course credit can be evaluated in accordance with your normal procedures.

2. Assessing Your Students' Service

Design an instrument to collect information from your community partner. You may want to ask about:

- Perceptions of students' willingness to participate
- The extent to which students met expectations

Share and discuss the information you receive with your students.

3. Assessing the Experience of Students

Design an instrument to collect information on your students' attitudes about the project. You may ask them:

- What do they think they learned?
- What do they think they contributed to the community?
- What are their attitudes about service learning? Have they changed?
- Do they have any other ideas for projects?
- What is their perception for the community partner and their involvement?

D. ONLINE RESOURCES

Northwest Regional Educational Laboratory's Learn and Serve Project
www.nwrel.org/ruraled/learnserve/index.html
This site is designed to provide contact information, highlight rural schools with service-learning programs, and provide links to local and national service-learning resources. It includes links to the Northwest Rural Learn & Serve Network and information on upcoming grants.

The Solutions Primer
www.shs-solutions.net
The Solutions Web pages provide examples of successes and failures experienced by one school in Shelley, Idaho.

Corporation for National Service
www.cns.gov/index.html
The Corporation for National Service (CNS) is a federal agency that works with state governments and community organizations to provide opportunities for Americans of all ages to serve through AmeriCorps, Learn and Serve, and National Senior Service Corps programs.

Learn & Serve America
www.cns.gov/learn/index.html
Learn & Serve America is one of the "streams of service: administered by the Corporation for National Service. Learn and Serve America offers grants for service-learning programs in institutions of higher education, K-12, schools, and community based organizations. The Web site hosts resources, materials, employment and internship opportunities, and news.

Close Up Foundation's Service Learning Quarterly
www.closeup.org/servlern.htm
The Close Up Foundation's Service Learning Quarterly is a web-based resource for educators. The resources include three project plans that incorporate service into standards-based curriculum. The plans address issues such as tolerance of cultural diversity, prevention of cruelty to animals, and service for senior citizens. The disciplines addressed by the projects include English, Social Studies, History, Science, and Art. Additional project plans are included each quarter.

Learn and Serve America Exchange
www.lsaexchange.org
If you need assistance implementing service-learning programs, have questions, or simply want to speak with someone who has "been there," you can utilize the Exchange as a resource.

Learn, Serve and Surf
www.edb.utexas.edu/servicelearning/index.html
The Learn, Serve and Surf Web site is project completed by a master's degree student in the Instructional Technology Program, of the University of Texas at Austin. It showcases some of the most effective, educationally sound, service-learning resources and tools on the Internet.

LEARNS
www.nwrel.org/learns/index.html
Linking Education and America Reads through National Service (LEARNS) is a partnership of the following organizations: Northwest Regional Educational Laboratory (NWREL), Southern Regional Council (SRC), Bank Street College of Education (BSC). LEARNS provides training and technical assistance to America Reads and other Corporation for National Service projects focused on literacy and education.

National Service-Learning Clearinghouse
www.nicsl.coled.umn.edu
The Learn & Serve America National Service-Learning Clearinghouse is a comprehensive information system that focuses on all dimensions of service-learning, covering kindergarten through higher education and school-based as well as community-based initiatives. The Center of the Clearinghouse is located at the University of Minnesota, Department of Work, Community and Family Education, with collaboration from a consortium of 12 other institutions and organizations.

National Service Learning Partnership
www.service-learningpartnership.org
Founded in May 2001, the Partnership is a national advocacy network through which its members educate, organize, and mobilize each other for strategic leadership that promotes and strengthens the practice of service learning. The partnership's 6,500 organizational and individual members include teachers, administrators, educational leaders, community organizational staff, researchers, policymakers, parents, young people, professors, and "influentials" in business and other sectors. The Partnership is dedicated to advancing service-learning as a core element of the educational experience of every elementary, middle, and secondary school student in the United States. The Partnership concentrates on strengthening the impact of service-learning on young people's learning and development, especially their academic and civic preparation. For the Partnership, service-learning is about educational excellence.

National Service Resource Center
www.etr.org/nsrc
The National Service Resource Center (NSRC) is a training and technical assistance provider to programs funded by the Corporation for National Service. NSRC is your one-stop shopping destination for information specific to community service programs.

National Youth Leadership Council
www.nylc.org
The National Youth Leadership Council's mission is to engage young people in their communities and schools through innovation in learning, service, leadership, and public policy. As one of America's most prominent advocates of service-learning and youth service, the NYLC is at the forefront of efforts to reform education and guide youth-oriented public policy.

Project Service Leadership
www.pie.wednet.edu/sl/psl_index.html
Project Service Leadership (PSL) is committed to improving the quality of our schools and communities by tapping the talents and energy of youth. It assists Pacific Northwest schools in integrating service into their curriculum and assessment programs. PSL acts as a clearinghouse for publications and curriculum models and provides professional development and training for educators, students and community members.

Secretary's Commission on Achieving Necessary Skills (SCANS)
http://wdr.doleta.gov/SCANS
Provides valuable information for individuals and organizations involved in education and workforce development.

Service Learning Archive
http://csf.colorado.edu/sl/index-html
The Service Learning Archive is an online collection of resources and a discussion list created by Communications for a Sustainable Future at the University of Colorado.

APPENDIX 1: Fish to Goats

A team of Solutions students began working on a project to help increase the numbers of Yellowstone Cutthroat trout in local streams. Through a combination of research and trial and error, the students developed some very successful in-stream incubation techniques. As they worked on the project, they realized that there were many factors contributing to the declining numbers of trout. They realized that hatching lots of eggs wouldn't help unless they dealt with some of the other factors contributing to the problem.

Student research found that one contributing factor was weed infestation. Noxious weeds were crowding out the native grasses. When it rained, the weeds were not able to hold the topsoil as well as the native grasses and the streams filled with sediment. So, what began as a fish hatching project developed into a noxious weed elimination project. Further research indicated that weeds could be eradicated using a type of Cashmere goat. At that point the weed project developed into a goat project. Students began experimenting to see if goats would eat the weeds. The goats were so good a eradicating the weeds that students began further research to discover what could be done with goat by-products such as the meat, fleece, and hides. Then the goat project developed into a spinning and weaving project involving natural fibers. Currently, students are learning how to spin and weaver, and have made scarves out of the Cashmere.

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Performance Measurement Toolkit

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Corporation for National and Community Service

Learn and Serve America Program Applicant

Performance Measurement Toolkit

Project STAR
1-800-548-3656
star@aiweb.com
www.projectstar.org

This Toolkit is intended to help orient you to the kind of thinking you will have to do to complete the Performance Measurement portion of your Learn and Serve America application. The Toolkit is intended to provide you with helpful background information. However, relying on this information cannot guarantee an award, and the Toolkit should not be referred to in your application.

Revised March 26, 2003

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Introduction

The Corporation for National and Community Service is introducing performance measurement to assist Learn and Serve America programs in program planning, to establish minimum expectations at a national level to help measure program performance, and to ensure that grantees and sub-grantees are held accountable for their results.

Purpose of Toolkit

The purposes of this Learn and Serve America Program Applicant Performance Measurement Toolkit are to introduce the concept of performance measurement, provide information on performance measurement as it applies to Learn and Serve America programs, and in particular to help potential applicants for Learn and Serve funding satisfy the performance measurement requirements of the application process. This toolkit describes:

1. Performance measurement, outputs, intermediate outcomes, and end outcomes;
2. The minimum requirements the Corporation for National and Community Service expects Learn and Serve America programs to report;
3. How the logic model can be used to define desired results;
4. What to consider when choosing methods and instruments for performance measurement; and,
5. How to complete a performance measurement worksheet.

This toolkit also includes several appendices containing logic model examples, a glossary of performance measurement terminology, a cross reference of new and old terms, and a list of additional resources.

Learn and Serve America Requirements

The performance measurement expectations set forth by the Corporation in the Learn and Serve America Application Instructions for 2003 describe the minimum requirements to which all Learn and Serve programs must adhere. Programs may want to measure more than what the Corporation requires because measuring a variety of performance indicators benefits program planning and implementation. Programs are strongly encouraged to have performance measures that capture the results of their primary service activities.

A Note on Terminology

As Learn and Serve America programs transition from program objectives to performance measurement, the Corporation has selected terminology to describe this new method to determine program results. Other funding agencies may use different terms to describe these same performance measurement concepts. Please be aware of these differences when using other performance measurement resources.

I. Performance Measurement Basics

Performance Measurement

Performance measurement is the process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries. Performance measurement is a useful tool for managing your program. It allows you to track the progress of your program towards larger goals, and to identify program strengths and possible areas for improvement. Program staff and participants should be actively involved in performance measurement activities to track outputs and outcomes. Ultimately, performance measurement information will ensure program accountability, and will help improve services and client outcomes.

Results

The 2003 Learn and Serve Guidelines published by the Corporation for National and Community Service (CNCS) define the following results:

- **Outputs are counts of the amount of service participants or volunteers have completed, but do not provide information on benefits to or other changes in the lives of participants and/or beneficiaries.**
- **Intermediate Outcomes specify changes that have occurred in the lives of participants and/or beneficiaries, but are short of a significant benefit for them.**
- **End Outcomes specify changes that have occurred in the lives of participants and/or beneficiaries that are significant.**

Intermediate and end outcomes are the consequences of what a program does. Intermediate outcomes are expected to lead to achievement of end outcomes.

Outputs

Outputs refer to the amount of work or products completed and services delivered by your program. Examples include number of students participating in civic education activities; number of faculty receiving service-learning training; and, service hours completed by participants and volunteers. Outputs answer the question, "How much work did we do?" but do not answer the question, "What changed as a result of our work?"

Intermediate Outcomes

Intermediate outcomes are changes or benefits experienced by your participants and service recipients. However, intermediate outcomes do not represent the final result you hope to achieve for your participants or beneficiaries. For example, if your final result is to increase students' civic engagement, then an intermediate outcome might include improved civic knowledge.

Positive results for intermediate outcomes are usually a sign that your program is on track to achieve the related end outcomes.

End Outcomes

End outcomes are the positive changes that your program ultimately hopes to achieve for participants or beneficiaries. End outcomes address community conditions or needed changes in the condition, behavior, or attitudes of participants/ beneficiaries. Examples include improved academic performance, increased civic knowledge or increased civic behavior.

Reasons to Conduct Performance Measurement

Performance measurement responds to the need for program managers and funding agencies to systematically measure the effectiveness of program activities. Maximizing program effectiveness is critical in light of the limited resources available to meet the needs of the people and communities. Performance measurement provides decision makers with reliable information on the effectiveness of program activities in achieving intended outcomes.

To summarize, performance measurement allows you to:

- Clarify the purpose of your program and the way specific services contribute to achieving desired results.
- Document the actual results of program activities.
- Improve program performance by identifying program successes and areas for improvement.

II. Performance Measurement Requirements for Learn and Serve America Programs

Overview

Beginning with program year 2003-04 (October 2003 - September 2004), the Corporation has changed its guidelines on how Learn and Serve America programs are to measure their performance. Learn and Serve America programs will be required to develop performance measurement worksheets and collect data on specified results-outputs, intermediate outcomes, and end outcomes. A minimum of three but not more than five performance measurement worksheets must be completed and the results reported. However, programs are encouraged to measure outputs and outcomes for all primary activity areas.

The following guidelines describe the minimum requirements for developing performance measurement worksheets and reporting results to the Corporation.

Performance Measurement Worksheets

Any Learn and Serve America program, no matter how large, and no matter how many different services it provides, must prepare and submit a minimum of three, but not more than five, performance measurement worksheets to the Corporation. Each worksheet must specify only one result-an output, an intermediate outcome, or an end outcome. When reporting results to the Corporation, report only the result described in each performance measurement worksheet.

The 2003 Learn and Serve America Guidelines describe the performance measurement requirements for Learn and Serve America programs. All programs are required to submit performance measurement worksheets related to each of the three aspects of program design: Needs and Activities, Strengthening Communities, and Developing Participants. With respect to those reported to the Corporation, you should specify no more than five and no less than three performance measurement worksheets for which you will be expected to report results. Among those should be at least one output, one intermediate-outcome, and one end-outcome measure.

All programs that sub-grant must require that their sub-grantees at the local level develop performance measurement worksheets related to the three aspects of program design. Your sub-grantees should report their results to you. Among these results should be at least one end-outcome measure. Programs should aggregate results identified by sub-grantees to report on performance at the grantee level.

You are encouraged to develop performance measurement worksheets that lend themselves to measurement of outcomes. Performance measurement worksheets will be one part of the selection criteria of the grant review process for new programs.

III. Program Logic Model

The program logic model provides a concise visual representation of activities that are the core of your program. Logic modeling can be used during the planning or development of your program to identify the results your program intends to achieve. The logic model below consists of five components.

Logic Model Components

Inputs → **Activities** → **Outputs** → **Intermediate Outcomes** → **End Outcomes**

- **Inputs:** Resources used to produce outputs and outcomes.
- **Activities:** What a program does with the inputs.
- **Outputs:** The products and services created or delivered (e.g. teachers trained, courses delivered)
- **Intermediate Outcomes:** Changes that have occurred in the lives of the beneficiaries and/or participants, but have fallen short of a significant benefit for them (e.g. attitudinal changes toward more civic participation).
- **End Outcomes:** Changes that have occurred in the lives of beneficiaries and/or participants that constitute significant benefits to them (e.g. increased civic knowledge, increased likelihood to perform service).

Logic Model Benefits

Using the logic model will help your program:

- Communicate its potential value.
- Clarify the results you are trying to achieve.
- Identify the key program elements that must be tracked to assess your program's effectiveness.
- Make clear program premises and make visible stakeholder assumptions.
- Improve program planning and performance by identifying the ways to measure program success and areas for improvement.

The figure below divides the logic model into two parts (program planning and intended results) and employs an “if A, then B” sequence. Read this logic model from left to right.

The "If-Then" Sequence of the Logic Model

Inputs	Activities	Outputs	Intermediate Outcomes	End Outcomes
Certain resources are needed to operate your program.	If you have access to resources, then you can use them to carry out your planned activities.	If you carry out your planned activities, then you will deliver the amount of product and/or service that you intended.	If you carry out your planned activities to the extent you intended, then this will lead to the intermediate steps necessary for your desired end outcomes.	If you carry out your planned activities to the extent you intended, then this will lead to your desired end outcomes.

Program Planning — *Intended Results*

Considerations in Developing a Logic Model

- **Involve appropriate stakeholders in the process.** Developing a logic model as a group builds consensus by focusing on the values and beliefs influencing what your organization wants to accomplish and why.
- **Start with activities.** Work back and forth between the various components as you develop your logic model. However, keep in mind that there is no "one right way" to create a logic model. Some programs may want to start with their desired outcomes and develop the best activities to meet those outcomes, especially those of you with experience using logic models. It is likely that you will have more than one output, intermediate outcome, and/or end outcome.
- **Keep it brief (one page).** Use the logic model to describe the core of your program to your reader. Include only those inputs and activities that are directly applicable to the intended changes. Use separate logic models for each major program activity.
- **Look at what will actually occur.** Look realistically at program results as well as the way the program is currently implemented, not how it functioned in the past. Choose those outputs, intermediate outcomes, and end outcomes that best describe the purpose of your program.

- **Keep it simple.** Come up with a model that reflects how and why your program will work.
- **Be ready to modify.** Since this is a snapshot of program activity at one point in time, keep in mind that you will need to refine your logic model over time.

The Logic Model and Performance Measurement Worksheets

Developing a logic model can assist you in building your performance measurement worksheets (For more information, see *Section V. Performance Measurement Worksheet*). As you move through the logic model process, you begin to identify the key outputs, intermediate outcomes, and end outcomes for core activities. For each selected output and outcome, identify specific instruments you will need to track your progress. Keep in mind the Corporation requirements for type and number of outputs, intermediate outcomes, and end outcomes that are to be reported. When selecting the outputs and outcomes you plan to measure, select those you believe to be the results that are the most important to report to the Corporation.

An example of a logic model is demonstrated on page 8. It includes sample indicators below each result. An indicator is the specific, measurable item of information that specifies progress toward achieving the result. For further discussion of indicators, see *Section V. Performance Measurement Worksheet*. Page 9 demonstrates how the logic model helps to build the performance measurement worksheet. *Appendix A* includes additional logic model examples.
Work back and forth between the elements of the logic model and performance measurement worksheet to ensure that:

- Performance measurement components are connected (i.e., there is a clear link from inputs to program activities to intended outputs/outcomes).
- Performance measurement worksheets are specific and reflect activities that are feasible given the program resources (inputs), activities, and time frame.
- Outputs and outcomes relate to your activity.

Other Approaches

In addition to using the logic model, there are other approaches that may help you identify meaningful results. For example, other approaches include holding focus groups with clients to identify what they want and expect from the services. You can also find out what similar programs elsewhere have identified as outputs and outcomes and tailor those to your own program context and needs. In this way, you can benefit from the effective practices of other programs and minimize "reinventing the wheel."

Logic Model: Northside Youth Development Center – Mentoring Program

Inputs	Activities	Outputs	Intermediate Outcomes		End Outcomes
Fifty Higher Ed participants One hundred at-risk high school students Learn and Serve America program staff Faculty trainers Mentor training curriculum	Higher Ed participants will serve as mentors and role models for at-risk high school students. Mentors will meet with mentees twice per week (four hours per week) for twenty weeks.	Mentor training hours Mentors certified Mentor-mentee matches established Instruments: Training Roster, Certification Log, Mentoring Log Book	Mentored high school students demonstrate positive attitudes towards completing high school and going to college Instrument: Mentoring Survey	Mentored high school students demonstrate regular school attendance and passing grades. Data Source: School records	Mentored high school students graduate from high school and apply to colleges and universities. Data Source: School records

Performance Measurement Worksheet (END-OUTCOME EXAMPLE)
Program: Northside Youth Development Center—Mentoring Program *Activity/Service: Parental Skills Training*

Category (Select one) Number (Select One)

☒ NEEDS AND SERVICE ACTIVITIES; ☐ PARTICIPANT DEVELOPMENT; or ☐ STRENGTHENING COMMUNITIES	1 ☒ 2 ☐ 3 ☐
1. Identify the result you expect to achieve and label as output, intermediate outcome, or end outcome.	END OUTCOME: Mentored at-risk high school students will graduate from high school and apply to colleges and universities.
2. Describe how you will achieve this result.	Participants will receive mentor training from faculty trainers using a mentor training curriculum. Fifty Higher Ed participants will serve as mentors and role models for 100 at-risk high school students. Mentors will meet with mentees twice per week (four hours per week) for twenty weeks.
3. What data and instruments will you use to measure the results?	Data source: School records
4. What are the targets that you expect to meet during the three-year grant period?	First Year: Eighty percent of mentored high school students will graduate and apply to a college or university. Second Year: Eighty-five percent of mentored high school students will graduate and apply to a college or university. Third Year: Eighty-five percent of mentored high school students will graduate and apply to a college or university.
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your performance measure.	Performance Measure: In the third year, eighty-five percent of mentored high school students will graduate and apply to a college or university.
6. If you have data for this performance measure from prior years, report it here.	No data are available for previous years.

Logic Model Example with Sample Indicators: Northside Youth Development Center–Mentoring Program * *(Indicators appear under each result.)*

Inputs	Activities		Outputs	Intermediate Outcomes		End Outcomes
In order to carry out our set of activities, we will need the following:	*In order to address our need, we will carry out the following activities:*		*We expect that once carried out, these activities will produce the following evidence or service delivery:*	*We expect that if carried out, these activities will lead to the following intermediate changes:*		*We expect that if carried out, these activities will lead to the following end changes:*
Fifty Higher Ed participants One hundred at-risk high school students Learn and Serve America program staff Faculty trainers Mentor training curriculum	Higher Ed participants will serve as mentors and role models for at-risk high school students. Mentors will meet with mentees twice per week (four hours per week) for twenty weeks.	RESULTS	Mentor training hours Mentors certified Mentor-mentee matches established	Mentored high school students demonstrate positive attitudes towards completing high school and going to college	Mentored high school students demonstrate regular school attendance and passing grades.	Mentored high school students graduate from high school and apply to colleges and universities.
			Instruments: Training Roster, Certification Log, Mentoring Log Book	Instrument: Mentoring Survey	Data Source: School records	Data Source: School records
		INDICATORS →	1. Number of training hours 2. Number of mentors certified 3. Number of mentees matched with a mentor	Number of students demonstrating positive attitudes	1. Number of students with no more than three unexcused absences 2. Number of students with passing grades in all subjects.	Percent of students who graduate from high school and apply to at least one college or university

* *Sources:Measuring Program Outcomes: A Practical Approach, United Way of America; W. K. Kellogg Foundation Evaluation Handbook, W.K. Kellogg Foundation; Performance Measurement: Getting Results, Urban Institute.*

IV. Choosing Methods and Instruments for Performance Measurement

Learn and Serve America programs utilize one of two approaches when implementing service-learning activities. The first approach involves the individual program (i.e. grantee) conducting service activities directly with participants; the second approach consists of a consortia program which sub-grants to organizations at the local level to conduct service activities. As stated in Section II of this toolkit, *Performance Measurement Requirements for Learn and Serve America Programs*, programs that sub-grant must require their sub-grantees at the local level to develop performance measurement worksheets. The methods and instruments used to collect the data for performance measurement will greatly influence a program's ability to achieve the desired results.

Determining the Type of Data to Collect

There are two types of data that can be collected, outputs and outcomes (intermediate end outcomes), to determine if your program achieved the desired results.

Collecting Data for Outputs

Outputs refer to the amount of service completed. The methods used to collect data involve documenting the work that has been done. Instruments used to document outputs include logs, attendance sheets, and activity forms. The key to collecting output data is to develop and maintain a recording system that collects the data in a consistent and organized manner.

Collecting Data for Outcomes

Outcomes are the changes that occur as a result of service completed. As with collecting output data, the methods used depend on the type of information needed. Basically, there are two types of data sources to consider, existing data that have been collected by another agency and data that your program can generate through the performance measurement process.

Existing Data from Other Organizations

Data from other agencies can be used to show the extent to which your program is meeting your performance measurement targets. Examples of such data are attendance records, classroom grades, crime statistics, and standardized exams. The method of collecting these data needs to be planned carefully. It is important to determine how you will record the data that come from an external source (e.g., grades from report cards, health statistics from city or county data records).

Although there may be existing data that seem relevant to your program, the data may not be in a format you can use, or the data may not be accessible to you. For example, if you want to collect report card grades for your reading program, you must determine if the elementary schools give letter or numeric grades to the younger students. In some cases, rather than assigning letter or numeric grades, schools rate student success in

ways such as by indicating competency level (e.g., "exceeds expectations," "meets expectations," or "needs improvement").

Another issue to consider is confidentiality, which may restrict your access to data collected by other organizations. You also need to consider whether the data will be available when you need them.

Program-Generated Data

Programs may need to generate the data to measure outputs, intermediate outcomes, or end outcomes. This entails adapting an instrument someone else has created or designing an instrument to collect specific data for performance measurement. In these cases, programs may choose to administer tests or surveys, conduct observations, or conduct interviews. Programs that decide to generate the data they need will find it necessary to allocate more time in the development stage. Instruments should be pilot tested and reviewed to avoid ambiguous language and other common errors. Despite the additional time needed for development, program-generated measures usually provide a greater degree of control over the data collected.

Programs That Conduct Service Activities vs. Programs Who Sub-Grant Service Activities

A program that implements service activities directly for participants will have more control over the choices of data sources and instruments to be used. The program can measure performance based on the three to five performance measurement worksheets developed during the grant application.

A program that sub-grants service activities faces a more challenging task in determining the data sources and instruments to use. If the program is involved in assisting sub-grantees to develop common performance measurement worksheets, there are greater opportunities to develop similar/same performance measures. If so, the chances for sub-grantees to obtain data from the same data sources and to use the same instruments are more likely. For example, the Wisconsin State Department of Education developed a performance measurement worksheet for service activities, related to civic attitudes, and involvement in volunteer service. All awarded sub-grants implemented these service activities and collected data using two common instruments provided by the grantee, a pre-post student survey and a participation log. The Wisconsin State Department of Education was able to aggregate data from these two instruments and report results at the grantee level.

On the other hand, a program that allows sub-grantees to develop site-specific performance measurement worksheets opens the door for sub-grantees to identify different data sources and to use different instruments. For example, the Smith County Education Department has sub-grantees in five middle schools, working in twenty-five classrooms. Sub-grantees developed their own performance measurement worksheets with different results and instruments. The county office received data for five results collected using eleven instruments. Therefore, the grantee was not able to aggregate the data across the schools to report core results at the grantee level.

In sum, the advantages for a program that assists sub-grantees to develop common instruments for performance measurement include:

- Saving sub-grantees the time and effort required to develop their own instruments;
- Ease of aggregating sub-grantee data by the grantee; and,
- Ease of reporting program-wide results to the Corporation.

Issues to Consider When Choosing Data Collection Methods and Instruments

Whether you are measuring outputs or outcomes, the following issues should be considered when deciding on the method and type of instrument to use.

- **Identify who will administer the instrument.** Do they need training to administer the instrument?
- **Determine who will complete the instrument.** Will they be willing to complete the instrument? Will they be able to understand what the instrument is asking (e.g., given their reading level, language skills, age, etc.)?
- **Determine when you want the instrument to be administered.** Does your timeline conflict with other program activities or administrative responsibilities? Will the people who need to complete the instrument be available when the data are to be collected?
- **Determine if the data to be collected are accessible to you.** Do you need approval from individuals or the organization to get the data? Is confidentiality an issue?
- **Verify that the data you want to collect actually exist.** Does the data to be collected actually exist in a format or grouping that you need? Does data exist from previous years?
- **Determine when the data will be available.** Will the data be available to you when you need it?

Instruments Record the Work Completed

Performance measurement data and instruments are the records of the work performed by your program (outputs) and the changes resulting from this work (outcomes). Completed instruments and the "raw data" they contain provide the documentation that verifies the results you report to the Corporation and other stakeholders. Therefore, it is very important to keep all your raw data (i.e., completed instruments) well organized and in a safe place so they will not be lost or destroyed. Completed instruments may also contain confidential information about the participants or beneficiaries you serve, so it is also important to keep them in a secure location, such as a locked filing cabinet.

V. Performance Measurement Worksheet

A strong performance measurement worksheet tells a brief and accurate story about what you intend to achieve for your beneficiaries, participants, and community through your activity. It also lays a foundation for implementing performance measurement. The Learn and Serve America worksheet contains six components. See page 9 for an example.

1. Result and indicator
2. Activity

3. Data source and instrument
4. Targets

5. Performance measure
6. Data from prior years

Before Starting the Performance Measurement Worksheet

- **Review your logic model.** Before developing your performance measurement worksheet, complete a logic model for the activity. The logic model can serve as the basis for your worksheet. As you complete the worksheet, you can move back and forth between the logic model and the worksheet, borrowing components from the logic model to copy into the worksheet. See *Section III-Program Logic Model* in this toolkit for more information on completing a logic model.

- **Select the type of activity to be measured.** Identify the category that best represents the activity.
  1. *Needs and Service Activities*: Activities that relate to the direct or indirect services your participants do (e.g., tutoring, teaching, building houses, or trail maintenance) and that have an impact on beneficiaries.
  2. *Participant Development*: Activities that reflect what program staff or others providing services for participants (e.g., training, career counseling) that promote change in participant knowledge, skills, or attitudes.
  3. *Strengthening Communities*: Activities that relate to increasing and sustaining resources within your community or institution (e.g., recruiting student volunteers, building collaborations, or educating about services).

Steps to a Strong Performance Measurement Worksheet

1. Identify and define the result and indicator.

According to Corporation guidelines, identify one of the following results for each worksheet.

- **Outputs** are counts of the amount of service participants or volunteers have completed, but do not provide information on benefits to or other changes in the lives of participants and/or beneficiaries.

Output Example
150 teachers will complete a summer training academy at Clarkstonburg Elementary School.

- **Intermediate Outcomes** specify changes that have occurred in the lives of participants and/or beneficiaries, but are short of a significant benefit for them.

Intermediate Outcomes Example
All teachers who completed the Academy will report implementing civic education programs in their classroom by January 2004.

- **End Outcomes** specify changes that have occurred in the lives of participants and/or beneficiaries that are significant.

End Outcome Example
Students will show an increase in civic knowledge (as measured by a pre/post test taken during the grant period).

Identify the result you will focus on for this performance measurement worksheet. (For more information on requirements for results, see Section II. Performance Measurement Requirements in this toolkit). The output indicates the amount of activity (counts). Outputs answer the question, "How much service was provided?" The intermediate and end outcomes reflect the impact of your activity on your participants and/or beneficiaries and the community.

Outcomes answer the question, "What has changed because we did this activity?" If your activity has multiple impacts-which most do-choose the most meaningful impact that will be measurable within three years. After identifying the result for each performance measurement worksheet, you will also need to identify the indicator you hope to use to determine if you reached your result. The indicator describes the specific, measurable item of information that specifies progress toward achieving your result. It is a key step in determining the target (Number 4 on the performance measurement worksheet). The following examples are indicators for specific results:

Indicator Example

Output Indicator: Number community-based organizations participating in regional training using a specified citizenship/service curriculum

Intermediate Outcome Indicator: Percent increase in the knowledge obtained by youth participating in an after school civic engagement program

End Outcome Indicator: Percent positive change in the behavior of students that volunteer as a result of participating in the civic engagement course.

2. Describe your activity.

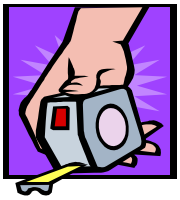
Describe how you will achieve this result. The activity statement of your program should describe who does what, when, where, how, and with whom.

Activity Example

During the Winter Intersession of 2003, 25 tribal teachers will be trained to integrate history, civics and service into their curricula. During that time they will create lesson plans to integrate historical facts and figures relevant to Native American History and the tradition of service.

3. Identify data source and instrument.

The data source and instrument describe the means by which you will collect *observable evidence* on the extent to which your activity completed service or achieved its desired result. The data source identifies the origin of the information you plan on collecting. For example, if you are using existing data, the data source may be school records or police crime statistics. The instrument is the document or form you will use to track your activities and to determine impact (e.g., teacher survey, behavioral checklist).



Always connect your instrument and data source to your activity and result. For example, a questionnaire (instrument) that collects information from park visitors (data source) on park satisfaction would not measure increased trail safety (result). However, an Accident and Injury Log (instrument) that collects information from the park's Accident and Injury Records (data source) can determine the safety condition of a trail and measure trail safety (result). Before identifying the data source and instrument, consider the feasibility of collecting the type of information associated with the instrument. For example, if you need to gain access to data on immunizations, you need to find out if the hospital will allow you to transfer data on immunizations to your Healthy Child Log.

Identify your data source and instrument in the worksheet. In some cases, you may not have identified an instrument during the early planning of your program, but know where you would get the information. If so, state the data source where you will obtain your data; identifying the specific instrument to be used may need to come later.

4. Select the targets.

Identify the actual level or degree of success, as measured by your instrument, which you expect to achieve each year during the three-year funding cycle. Your targets indicate how many or how much will change for each of the three years as compared to baseline data.

Be realistic! You are the best judge of how much change to expect over a given time period as a result of your program's activities. If this is the first time you are collecting data for this measure, usually the target is considered as a "guestimate." Consider whether this is the same group of beneficiaries participating for all three years and whether the Learn and Serve America participants' limited time will allow you to raise your target substantially from one year to the next.

An example of targets for an end outcome may look like this:

First year: By the end of the school year, seventy percent of the higher education students participating in an American History 101 service-learning course will exemplify via pre/post tests increased knowledge of the democratic principles and practices of our country.

Second year: By the end of the school year, eighty percent of the higher education students participating in an American History 101 service-learning course will exemplify via pre/post tests increased knowledge of the democratic principles and practices of our country.

Third year: By the end of the school year, ninety percent of the higher education students participating in an American History 101 service-learning course will exemplify via pre/post tests increased knowledge of the democratic principles and practices of our country.

5. Restate the performance measure.

The performance measure is a combined restatement of your result (item 1 on the worksheet) and targets (item 4 on the worksheet). It is the general statement of change coupled with what (who) and how many will change during the respective year.

An example of a performance measure for an intermediate outcome may look like this:

Third year: By the end of the third year, ninety percent of the higher education students participating in a History 101 course that includes history, civics and the tradition of service in the coursework, will report via pre/post tests, increased knowledge of democratic principles and practices.

6. Provide data from previous years.

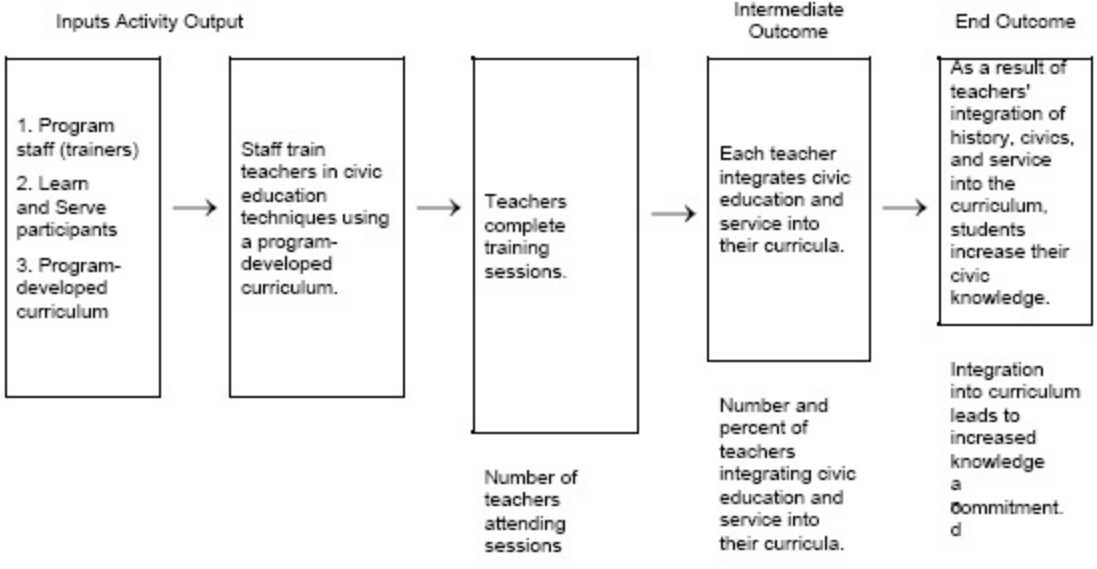
If you have data from previous years, this is the opportunity to report it. This may be baseline data previously collected by your agency, or other information you used to establish the community need that your activity will address.

Appendix A: Examples of Program Services Described in Logic Models and Performance Measurement Worksheets

(Indicators appear under each result.)

Participant Development (K-12):

One hundred twenty-five Learn and Serve America middle school teachers will receive one week of training in civic education and service techniques during the summer. Program staff will use a program-developed curriculum to provide training.



(*See next page for Performance Measurement Worksheet.*)

Performance Measurement Worksheet (Intermediate Outcome)

Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (Select one)

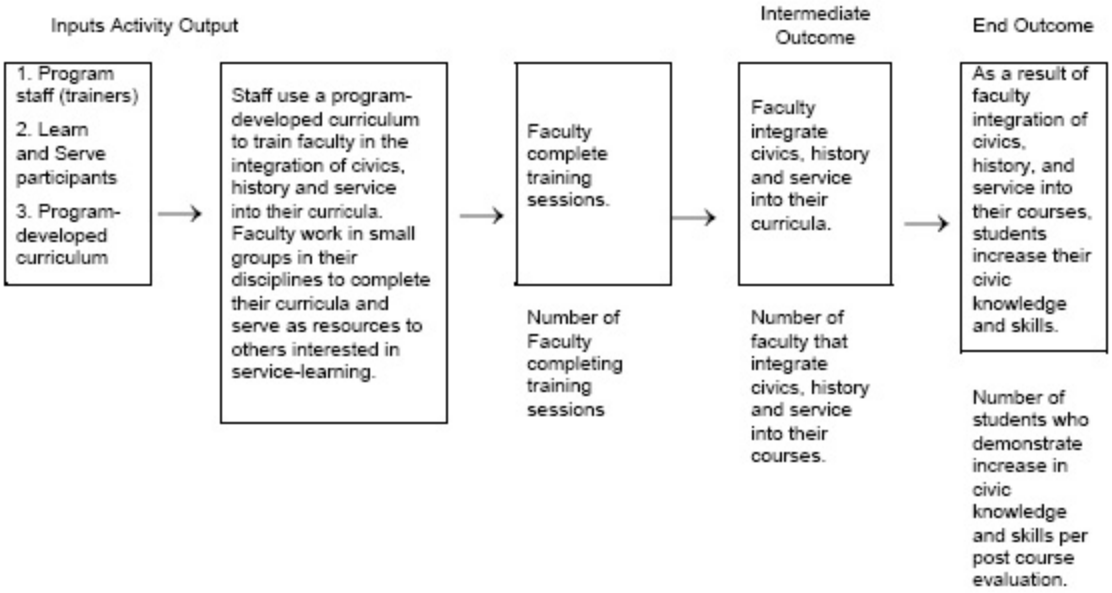
☐ NEEDS AND SERVICE ACTIVITIES	☒ PARTICIPANT DEVELOPMENT	☐ STRENGTHENING COMMUNITIES
PERFORMANCE MEASUREMENT NUMBER (SELECT ONE) ☒ 1	☐ 2	☐ 3

	END OUTCOME
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	**Teachers will gain confidence and skills needed to integrate civic education and service into their curricula and train others to do the same.** **Indicator: Percent of teachers that integrate civic education and service into their curricula.**
2. Describe how you will achieve this result.	**One hundred twenty-five middle school teachers will receive one week of training in civic education and service techniques during the summer. Program staff will use a program-developed curriculum to provide training.**
3. What **data and instruments** will you use to measure the results?	**Curriculum Assessment form (completed by teachers), summer roster**
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	**Year One: By the end of the summer training, teachers will complete training and rate the sessions as "average" or better.** **Year Two: By the end of the second school year 75 percent of the teachers participating in the summer program will integrate civic education and service into their curriculum.**
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	**Teachers will gain the skills needed to successfully integrate civic education and service into their curricula. In Year One, all teachers that participate in the Summer training will complete the training and rate it average or better. By year two, 75 percent of the teachers that participated in the training will integrate civic education and service into their curriculum.**
6. If you have **data for this performance measure from prior years**, report it here.	**No data available from prior years.**

SAMPLE

Participant Development (Higher Ed):

Thirty-five Learn and Serve America Higher Ed faculty will receive sixteen hours of training on how to integrate civics, history and service into their curricula. Upon completion of this training, faculty will work in small groups to develop their specific curricula and serve as resources for other faculty interested in service-learning.



Performance Measurement Worksheet (Intermediate Outcome)

Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (Select one)

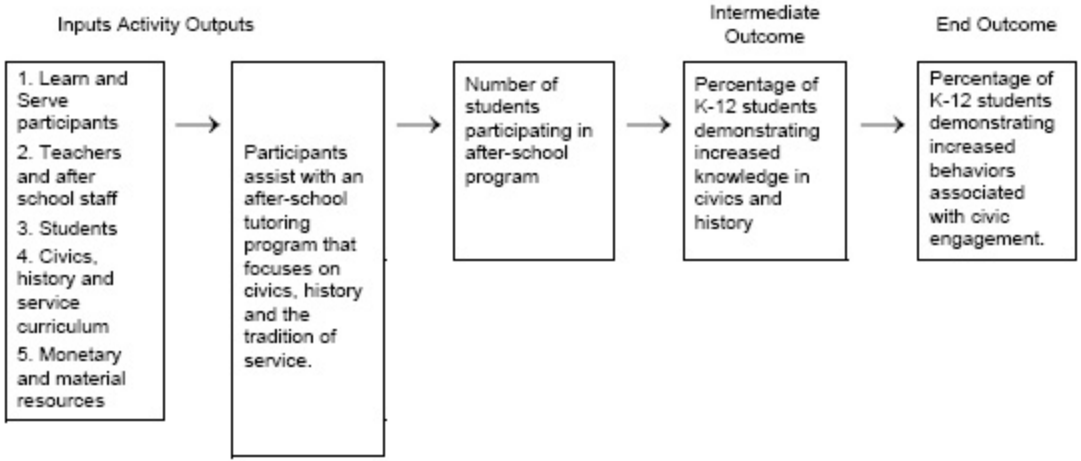
☐ NEEDS AND SERVICE ACTIVITIES	☒ PARTICIPANT DEVELOPMENT	☐ STRENGTHENING COMMUNITIES
PERFORMANCE MEASUREMENT NUMBER (SELECT ONE) ☐ 1	☒ 2	☐ 3

	INTERMEDIATE OUTCOME
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	**Faculty integrate civics, history and service into their curricula to address community needs.** **Indicator: Number of faculty that integrate civics, history and service into their curricula**
2. Describe how you will achieve this result.	**Staff will use a program-developed curriculum to train thirty-five Learn and Serve America higher ed faculty in the integration of civics, history and service into their curricula to address unmet community needs.**
3. What **data and instruments** will you use to measure the results?	**Faculty curricula form, faculty training rosters**
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	**Year One: Thirty-five faculty complete training** **Year Two: 75 percent of faculty integrate civic engagement strategies into curricula**
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	**Thirty-five Learn and Serve America higher ed faculty will participate in training sessions and by year 2, 75 percent will integrate civics, history and service into their curricula.**
6. If you have **data for this performance measure from prior years**, report it here.	**No data available from prior years.**

EXAMPLE

Strengthening Communities:

Forty Learn and Serve America K-12 participants will be tutored in a community-based after-school program at Foster Elementary School that focuses on civics, history and service. Activities will include studying and researching America's civic traditions, conducting oral history of seniors living at a local hospice center and connecting these oral histories to the American tradition of service.



(*See next page for Performance Measurement Worksheet.*)

Performance Measurement Worksheet (End Outcome)

Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (Select one)

☐ NEEDS AND SERVICE ACTIVITIES	☐ PARTICIPANT DEVELOPMENT	☒ STRENGTHENING COMMUNITIES
PERFORMANCE MEASUREMENT NUMBER (SELECT ONE) ☒ 1	☐ 2	☐ 3

	END OUTCOME
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	**Percentage of K-12 participants demonstrating increased behaviors and skills associated with civic engagement as a result of an after school program that focused on civics, history and service.** **Indicators: Number of K-12 participants that demonstrate increased behaviors toward more civic engagement.**
2. Describe how you will achieve this result.	**Learn and Serve America participants attend a community based after-school program at Foster Elementary School that integrates civics, history and the tradition of service into their curriculum. Activities will include studying and researching America's civic traditions, conducting oral histories of seniors at a hospice center and connecting these oral histories to the American tradition of service.**
3. What **data and instruments** will you use to measure the results?	**Pre/Post test surveys addressing behaviors associated with civic engagement**
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	**Year Three: Fifty percent of the K-12 participants in the after school program demonstrate increased behaviors associated with civic engagement.**
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	**By the end of year three, fifty percent of the K-12 students that participate in the civics, history and tradition of service after school program demonstrate increased behaviors associated with civic engagement.**
6. If you have **data for this performance measure from prior years**, report it here.	**No data available from prior years.**

EXAMPLE

Needs and Service Activities—Education:

Twenty-five Learn and Serve America high school participants and fifteen adult volunteers will provide one-on-one literacy tutoring three days a week, to 160 third-grade students reading one grade below their grade level, for one school year at four elementary schools.

Inputs		Activity		Outputs		Intermediate Outcome		End Outcome
1. Learn and Serve participants 2. Volunteers 3. Students 4. Research based training resources	→	Participants and volunteers provide one-on-one literacy tutoring to elementary students.	→	1. Students tutored. 2. Tutor hours per student.	→	Students demonstrate a positive attitude towards reading.	→	Students improve reading by end of school year.
				1. Number of students tutored 2. Number of hours students tutored		Number and percent of students reading more books		Percent and number reading at or above grade level

(*See next page for Performance Measurement Worksheet.*)

Performance Measurement Worksheet (End Outcome)

Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (Select one)

☒ NEEDS AND SERVICE ACTIVITIES	☐ PARTICIPANT DEVELOPMENT	☐ STRENGTHENING COMMUNITIES
PERFORMANCE MEASUREMENT NUMBER (SELECT ONE) ☐ 1	☒ 2	☐ 3

	END OUTCOME
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	**Tutored students will improve reading by end of school year.** **Indicators: Percent and number of tutored students reading at or above grade level by end of school year.**
2. Describe how you will achieve this result.	**Twenty-five Learn and Serve America high school participants and fifteen adult volunteers will provide one-on-one literacy tutoring three days a week, to 160 third-grade students reading one grade below their grade level, for one school year at four elementary schools.**
3. What **data and instruments** will you use to measure the results?	**Standardized Reading Ability Test (SRAT)**
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	**Year One: Sixty-five percent of tutored students will read at or above grade level by the end of the school year.** **Year Two: Seventy percent of tutored students will read at or above grade level by the end of the school year.** **Year Three: Seventy percent of tutored students will read at or above grade level by the end of the school year.**
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	**In Year One, sixty-five percent of tutored students will read at or above grade level by end of school year.**
6. If you have **data for this performance measure from prior years**, report it here.	**No data available from prior years.**

EXAMPLE

Appendix B: Glossary of Performance Measurement Terms

Activity: What a program does with inputs to fulfill its mission.
Beneficiaries: Those who benefit from community activities.

Data Source: Identifies the origin of the information you plan on collecting.
Evaluation: In-depth assessment of program effectiveness by means of rigorous scientific methods. This can include use of control groups and other techniques to determine what would have happened in the absence of the program.

Indicator: A specific, measurable item of information that specifies progress toward achieving a result.

Input: Resources your program uses to produce outputs and achieve outcomes. Examples include staff, participants, volunteers, facilities, equipment, curricula, and money.

Instrument: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol).

Logic Model: A diagram or chart that traces the flow from inputs to activities, outputs, and outcomes to demonstrate an aligned activity. A logic model employs an "if A, then B" way of thinking.

Performance Measure: A statement containing a result (output, intermediate outcome, or end outcome), an indicator, and the target that is expected to be achieved toward this result over a given period of time (one year, two years, or three years).

Performance Measurement: The process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries.
Result: The outputs and outcomes you intend to track for a particular activity.

Outputs are counts of the amount of service participants or volunteers have completed, but do not provide information on benefits to or other changes in the lives of participants and/or beneficiaries.

Intermediate Outcomes specify changes that have occurred in the lives of participants and/or beneficiaries, but are short of a significant benefit for them.
End Outcomes specify changes that have occurred in the lives of participants and/or beneficiaries that are significant.

Target: The level of success a program expects to attain for efforts made over a given time period.

Output example: In the first year, twenty-five percent of the parents participating in the dropout prevention program will attend all sessions.

Intermediate outcome example: In the second year, those students whose parents attend all sessions of the dropout prevention program will demonstrate ten percent fewer behavioral incidents compared to those students whose parents are on a waiting list for the program.

Appendix C: Cross Reference of Performance Measurement Terms

PREVIOUS TERM Program Evaluation or Objective-based outcomes	TO	CURRENT TERM Performance Measurement	Definition Under Performance Measurement Model
Accomplishment		Output	The product or service delivered (students tutored, trees planted, etc). Usually involves counts. See "Result."
Activity		Activity	What a program does with inputs to fulfill its mission.
Evaluation		Performance Measurement	The process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries.
Indicator		Indicator	A specific, measurable item of information that specifies progress toward achieving a result.
Instrument		Instrument	The document or form you use to track your activities and to determine impact (e.g., Civic Knowledge Survey, Behavioral Checklist).
Method (of Measure)		Method (of Measure)	Approach to collect needed information (e.g., interviews, observations, counts).
Objective Summary		Performance Measure	A statement containing a result (output, intermediate outcome, or end outcome) and the target a program expects to meet toward this result over a given time period (one year, two years, or three years).
Outcome		Intermediate Outcome	A change in the lives of participants and/or beneficiaries that is short of a significant, lasting benefit for them. In some cases, an intermediate outcome is an initial outcome that leads to an end outcome.
		End Outcome	A change in the lives of the participants and/or beneficiaries that is significant.

PREVIOUS TERM Program Evaluation or Objective-based outcomes	TO	CURRENT TERM Performance Measurement	Definition Under Performance Measurement Model
Standard of Success		Target	The level of success a program expects to attain for a performance measure over a given time period: Output example: In the first year, twenty-five percent of the parents participating in the drop-out prevention program will attend all sessions. Intermediate outcome example: In the second year, those students whose parents attend all sessions of the drop-out prevention program will demonstrate ten percent fewer behavioral incidents compared to those students whose parents are on a waiting list for the program.
Result		Result	The outputs and outcomes a program intends to track for a particular activity: Output: The product or service delivered (students tutored, trees planted, etc). Usually involves counts. Intermediate Outcome: A change in the lives of participants and/or beneficiaries that is short of a significant, lasting benefit for them. In some cases, an intermediate outcome is an initial outcome that leads to an end outcome. End Outcome: A change in the lives of the participants and/or beneficiaries that is significant.

Appendix D: Performance Measurement Resources

Below is a list of resources recommended by the Corporation for National and Community Service for developing performance measurements. To access each of the online resources, type the underlined address into the address field of your web browser.

Web Sites

Campus Compact Civic Mapping
http://www.compact.org/mapping

Center for Accountability and Performance
http://www.aspanet.org/cap/index.html

Evaluation Toolkit: A User's Guide to Evaluation for National Service Programs
http://www.projectstar.org/star/Library/toolkit.html

Harvard Family Research Project-After School Resources and Publications
http://www.gse.harvard.edu/hfrp/projects/afterschool/resources.html

Measuring Volunteering: A Practical Toolkit
http://www.independentsector.org/members/media/iyv_pr.html

Online Evaluation Resource Library
http://oerl.sri.com/

National Service Learning Clearinghouse (evaluation/assessment tools)
http://servicelearning.org

The Results & Performance Accountability Implementation Guide
http://www.raguide.org/Default.htm

United Way of America, Outcome Measurement Resource Network-Resource Library
http://national.unitedway.org/outcomes/library/pgmomres.cfm

Urban Institute Report on the Corporation's performance measurement
http://www.nationalservice.org/research/outcome.pdf

W.K. Kellogg Foundation Evaluation Handbook
http://www.wkkf.org/pubs/Tools/Evaluation/Pub770.pdf

W.K. Kellogg Foundation Logic Model Development Guide
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.PDF

Books

Hatry, Harry P. 1999. Performance Measurement: Getting Results. Urban Institute Press: Washington, D.C.

United Way of America. 1996. Measuring Program Outcomes: A Practical Approach. United Way of America: Alexandria, VA. (To order, call 1-800-772-0008.)

The Corporation also encourages programs, when needed, to seek the help of local or regional professionals to perform and oversee performance measurement activities. This includes the development of a plan that encompasses the collection of and reporting on outcome data that will be used to improve program quality.

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CHAPTER 6
PROJECT REPORTING

A. PREPARING REPORTS

Each funder wants to know the progress and results of a program. Some funding sources have specific forms and formats for reporting while others leave it up to the Tribe.

Detailed below is a guideline for preparing reports.

- **Restate your objective.**

  Re-write your complete objective (the objective statement).

- **Describe your progress toward achieving your objectives during this reporting period.**

  Refer to your evaluation plan to describe your activity, beneficiaries, and the number of people served this reporting period and to date. What did you do relating to this objective this period? Who did you serve or impact? How many did you serve or impact this period? Describe your desired result and indicators used to measure the desired result.

- **Note evaluation activities in which you have engaged.**

  Refer to your evaluation plan to describe how you measured your desired result. Describe the type of instruments you used (e.g., surveys, test, observation, etc.). Describe the information from every instrument that you used. (Do not forget to report the data from baseline data collected during early reporting periods.) Describe who administered and completed each instrument. Describe to whom, as well as how, each instrument was administered. Describe which, and how many individuals, completed each instrument.

- **Describe relevant evaluation data.**

  Describe the results of the analysis of your evaluation data. This should be related to the standard you see in your objective. What quantitative statistics did you find? What qualitative information did you find? What stories do you have that relate to your quantitative and qualitative data? Compare the results to your evaluation with the standard set in your objective. Did you meet the standard you stated in your objective? What is the importance of this statistical or qualitative information? How does this service address an existing need? (Relate to baseline data.) What does this imply about your success?

- **State ideas for improvement in the program, or any next step.**

  What do your results mean in terms of what you will do next? What improvements do you plan? Will you expand this service?

B. REPORTING WORKSHEET

Using the outline provided, please complete the following information about progress towards your objectives during this reporting period.

I. Restate your objective:

II. Describe your progress toward achieving this objective during this reporting period.

A. Describe your activity, beneficiaries, and the number of people served this quarter and year to date.

B. Describe your desired result and indicators used to measure the desired result.

III. Note evaluation activities in which you have engaged.

A. Describe how you measured your desired result.

B. Describe who administered and completed the instruments.

IV. Describe relevant evaluation data.

A. Describe the results of your analysis of your evaluation data. (This should be related to the standard you set in your objectives.)

1. Results (include statistics and qualitative information).
2. Stories which illustrate your statistic or qualitative information.

B. Compare the results of your evaluation with the standard set in your objective.

V. State ideas for improvement in your program, or any next steps

C. REPORT REVIEW

Check List	YES	NO
Does your report restate the objectives of your program?		
To determine if your report describes progress toward achieving your objectives during this reporting period, answer the following questions.		
Does your report describe your activity?		
Does your report describe your beneficiaries?		
Does your report describe the number of people served?		
Does your report describe your desired result of the program?		
Does your report describe the indicators you sued to measure your desired results?		
To determine if your report notes evaluation activities, in which your program has engaged, answer the following questions.		
Does your report describe how you measured your desired results?		
Does your report describe who administered the instruments?		
Does your report describe who completed the instrument?		
To determine if your report describes relevant evaluation data, answer the following questions.		
Does your report describe the results of the analysis of the evaluation data? (Results relate to the standard set in your objectives and includes statistics and qualitative information.)		
Does your report describe stories that illustrate the statistics or qualitative information?		
Does your report compare the results of your evaluation with the standard set in your objectives?		
Does your report state ideas for improvement or any next steps?		

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CHAPTER 7
FINANCIAL MANAGEMENT

A. INTRODUCTION

Finance can be defined as the art and science of managing money. For those who work with government programs, a deeper understanding of financial management principles will allow them to make better financial decisions. All programs benefit when they have a financially knowledgeable staff involved in the day-to-day operations of the program. A knowledgeable staff will make better financial decisions when they are trained to see the total picture than those who do not understand the purpose for daily financial tasks. In financial management, "it's not just *how* we do the job, but also *why* we do things that is important."

Program success is often measured by the accomplishment of its goals. Successfully managing the financial resources maximizes the amount and availability of funds to accomplish these goals. These two perspectives are linked together.

A total financial management system is comprised of three major elements or functions.

1.) First the budget process. Budgeting is the appropriating of fiscal resources to accomplish program goals and objectives within a single year's period of time.

2.) Second is the accounting of these resources. The purpose for accounting is to identify and report all revenues and expenditures that occur during the current year and reporting this information to all interested parties.

3.) Third is auditing. An audit examines the year's activities to ensure compliance to the regulations regarding what and how money was expended and if there were proper controls in operation to safeguard these assets.

The Finance Department is responsible for the accounting process, or the identification of all monies received and expended during the fiscal year. These receipts and expenditures are compared to the budget, and reported to the Program Director and Tribal Administrators in order for them to make corrective decisions on the delivery of services to meet program goals. The monthly revenue and expenditure reports must be accurate and timely in order to provide the Program Director with the information needed to make decisions. Likewise, granting agencies also require financial reports to evaluate the progress on meeting the outcome expectations of the grant. Therefore, one of the most important outcomes from financial management is the providing of accurate and timely information for decision-making. This is a critical function.

The Corporation for National Service is a strategic partner with Tribal government. They assist the Tribe in providing services that usually could not be provided without the assistance of the grant. However, part of the agreement requires the Tribe to agree to do things that the granting agency wants in order to meet the agency goals and objectives and protect government assets. Therefore, both the Tribe and the Corporation for National Service must work cooperatively in order for each to accomplish its goals and Tribes must be able to meet the financial management requirements.

Financial management is an important part of every successful program and good financial management increases the success of the program. While financial management may focus upon numbers, its outcome results in better services to individual Tribal members.

B. FINANCIAL ASSISTANCE RULES, 45 CFR PART 2541.

The Financial Assistance Rules, 45 CFR Part 2541, established uniform policies and procedures for State and Governmental units for the award and administration of grants and subgrants. The four major subparts are as follows.

1. Subpart A - General
2. Subpart B - Pre-Award Requirements
3. Subpart C - Post-Award Requirements
4. Subpart D - After-The-Grant-Requirements

SUMMARY OF APPLICABLE SECTIONS
This is only a summary and should a question arise refer to this complete 45 CFR Part 2541 for the specific regulation.

PRE-AWARD REQUIREMENT

1. SECTION 2541.100: GRANT APPLICATION

REQUIREMENTS
This section prescribes the forms and instructions to be used in applying for federal financial assistance.

Applicants are not required to submit more than the original and two copies of pre-applications and applications.

For amendments to a previously submitted application only the affected pages need be submitted.

2. SECTION 2541.120: SPECIAL RESTRICTIVE CONDITIONS OF AWARDS

REQUIRTEMENTS:
Defines under what circumstances a grantee or subgrantee will be considered high-risk: history of unsatisfactory performance, financially unstable, management system that does not meet standards, nonconformance in prior awards, or not otherwise responsible.

Awarding agency will provide a written explanation of conditions and corrective action.

POST-AWARD REQUIREMENT

3. SECTION 2541.200: FINANCIAL MANAGEMENT STANDARDS

REQUIREMENTS:
Financial management systems must meet the following minimum standards:

- Provide for accurate, current, and complete disclosure of all financial activities.
- Maintain records that identify the source and application of funds.
- Maintain effective control and accountability for all grant cash, property, and other assets.
- Compare actual expenditures with budgeted amounts on a periodic basis.
- Determine allowable costs by OMB cost principles, program regulations, and grant agreement.
- Have accounting records supported by source documentation.
- Have procedures to minimize the time elapsing between the transfer of funds from the U.S. Treasury and disbursement by the subgrantee.
- An agency may review the adequacy of the financial management system as part of a pre-award review.

4. SECTION 2541.210: PAYMENT

REQUIREMENTS:
All methods and procedures for payment shall minimize the time elapsing between the transfer of funds and disbursement by the subgrantee.

The methods that can be used are:

- Advances (for grantees and subgrantees if they meet standards.)
- Reimbursements (when requirements are not met or for construction contracts.)
- Working capital advances (if a subgrantee cannot meet the criteria for advance payments.)

Recipients must also expend program income, refunds, and audit recoveries before requesting additional federal cash payments.

Payments cannot be withheld unless:

- Recipient has failed to comply with grant award conditions.
- Recipient is indebted to the United States.

Recipients are encouraged to use minority owned banks.

- The use of a separate bank account can be required through Federal-State agreement.
- The grantee/subgrantee may keep up to $100 interest for administrative expenses.

5. SECTION 2541.240: MATCHING OR COST SHARING

REQUIREMENTS:
Tribes will comply with the Office of Management and Budget Circular A-87.

6. SECTION 2541.230: PERIOD OF AVAILABILITY OF FUNDS

REQUIREMENTS:
Where a funding period is specified, a grantee may charge to the award only costs resulting from obligations during the funding period, unless carry over of unobligated balances is permitted.

A grantee must liquidate all obligations incurred under the award not later than 90 days after the end of the funding period.

7. SECTION 2541.240: MATCHING OR COST SHARING

REQUIREMENTS:
All contributions, including cash and in-kind, shall be accepted as part of recipient's cost sharing or matching if they:

- are verifiable through records,
- are not counted for other federal programs,
- are necessary for the completion of the project,
- are allowable under the cost principles,
- are not paid by other federal funds (unless approved by statute),
- are provided for in the approved budget, and
- conform to other provisions of the financial management circulars.

8. SECTION 2541.250: PROGRAM INCOME

REQUIREMENTS:
Program income is gross income generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period.

The methods for treatment of program income include:

- Addition
- Deduction
- Cost Sharing or Matching

Unless authorized by Federal regulations or the grant agreement, program income will be treated as gross program income. Unless authorized, program income shall be deducted from the total allowable costs.

There are no Federal requirements governing the disposition of program income earned after the end of the award period unless the regulations or agreement states differently.

9. SECTION 2541.260: NON-FEDERAL AUDIT

REQUIREMENTS:
State and local governments will be subject to the audit requirements in OMB A-133 Audits of State and Local Governments.

10. SECTION 2541.300: BUDGET AND PROJECT REVISIONS

REQUIREMENTS:
Recipients are permitted to rebudget within the approved direct cost budget to meet unanticipated requirements and make very limited program changes.

The applicable cost principles which require prior approval shall apply.

Prior approval is required based on specific clauses within the grant agreement and in the following instances where

- A revision would result in the need for additional funds;
- Cumulative transfers would exceed 10% of the total budget if the grant is over $100,000;
- Funds allotted for training were transferred;
- There is a revision in the scope of objectives;
- There is a need to extend the period of availability of funds;
- There is a change in key persons who are central to the purpose of the project;
- There is a need for additional funding;
- Grantee contracts out any of the key activities central to the purpose of the award.

Requests for prior approval will be in the same format as used in the application. The approval must be in writing.

11. SECTION 2541.310: REAL PROPERTY AND EQUIPMENT

REQUIREMENTS:
Real property means land and structures.

- Title to real property will vest with the grantee or subgrantee.
- The awarding agency will provide instructions for disposition of real property when it is no longer needed.
- Equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.
- Title to equipment acquired under a grant or subgrant will vest with the grantee or recipient unless specified.
- Equipment shall be used for the program or project it was acquired. The equipment may be used for other Federally supported projects if it does not interfere with the project for which it was originally acquired.
- If replacement equipment is needed the equipment to be replaced may be used as a trade-in.
- The property management requirements include the following:
- Property records must include a description, serial number, source, title, cost, acquisition date, percent of Federal participation, location, use, condition, and ultimate disposition.
- Physical inventory must be done at least every two years.
- A control system to ensure safeguards against loss, damage, or theft.
- Adequate maintenance procedures.
- Proper sales procedures. Items with a fair market value (F.M.V.) of $5,000 or less that are no longer needed can be disposed of with no further obligations. Items over $5,000 F.M.V. require the awarding agency to receive its fair share.

Federally owned equipment requires a recipient to submit an annual inventory listing. When the equipment is no longer needed a subgrantee will request disposition instructions from the Federal agency.

12. SECTION 2541.330: SUPPLIES

REQUIREMENTS:
Title to supplies acquired under an award will vest with the recipient.

If there is a residual inventory of unused supplies exceeding $5,000 in total fair market value upon termination or completion of the award and if the supplies are not needed for any other federally sponsored programs the recipient shall compensate the awarding agency for its share.

13. SECTION 2541.260: PROCUREMENT

REQUIREMENTS:
Grantees must meet the following standards:

- There must be a contract administration system.
- There must be a written code of standards of conduct governing the grantee or subgrantee's employees.
- Procedures that avoid the purchase of unnecessary or duplicative items.
- Grantees are encouraged to enter into State and locate inter-governmental agreements for purchasing common goods and services.
- Grantees are encouraged to use Federal excess and surplus property.
- Procedures to ensure awards are only to responsible contractors.
- Records that detail the significant history of a procurement.
- Grantees must settle all contractual and administrative issues arising out of a procurement.
- Grantees will have protest procedures.

All procurement transactions will be conducted in a manner providing full and open competition. There must be written selection procedures. Also, the solicitation must include a clear and accurate description of the service or material being procured. The approved methods of procurement are:

- Small purchase procedures for services and goods that will not cost more than $25,000 in the aggregate.
- Sealed bids (formal advertising).
- Competitive proposals.
- Non-competitive proposals may only be used when the item is available from one source, emergency situations, the awarding agency authorizes, or competition is determined inadequate. Pre-award review may be required above $25,000.

Grantees are to give preference to minority firms, women's business enterprises, and labor surplus area firms.

There must be a cost or price analysis in connection with every procurement action.

Grantees must make available proposed procurement technical specifications upon request by the awarding agency.

The bonding requirements of a recipient will be accepted if the awarding agency's interest is adequately protected. If not, there are specific requirements described in 45 CFR Part 92.

14. SECTION 2541.400: PERFORMANCE REPORTS

REQUIREMENTS:
Performance reports shall not be required more frequently than quarterly or, less frequently than annually.

Periodically report progress in meeting program objectives. This must include comparison of accomplishments with planned objectives.

Quarterly and semi-annual reports will be due 30 days after the reporting period. Annual and final reports will be due 90 days after expiration date.

15. SECTION 2541.410: FINANCIAL REPORTING

REQUIREMENTS:

Reports, as required in the terms and conditions of the award, will be submitted on one or more of the following forms:

- SF 269 or SF 269A - Financial Status Report
- SF 270 - Request for Advance or Reimbursement
- SF 272 - Federal Cash Transaction Report

The report will not be required more frequently than quarterly and must be submitted 30 days after the report period or 90 days for a final report.

16. SECTION 2541.420: RECORDS RETENTION

REQUIREMENTS:
Grantee and subgrantees must retain records for three years after submitting the final expenditure report.

Records must be maintained until completion of action on all litigation, claims, negotiation, or audit. For property and equipment the retention period starts upon disposition.

AFTER THE GRANT REQUIREMENT

17. SECTION 2541.500: CLOSE-OUT

REQUIREMENTS:
The Federal agency will require the following final reports:

- Standard Form 269 - Financial Status Report
- Standard Form 270 - Request for Advance or Reimbursement, if applicable
- Final performance or progress report

The recipient will submit an invention disclosure, if applicable.

The recipient will submit a Federally-owned property report.

Cost and cash adjustments will be made as appropriate.

C. COST PRINCIPLES

45 C.F.R. Part 2541 requires grant recipients to follow the OMB cost principles for State and Governmental units contained in OMB A-87 which set forth the principles for determining the allowable costs of programs under grants, contracts, and cooperative agreements with the federal government.

The cost principles address four major areas:

1. Basic Guidelines for Costs
2. Cost Allocation Plan
3. Indirect Cost
4. Allowability for selected costs

1. BASIC GUIDELINES FOR COSTS

- Costs are allowable if they are necessary and reasonable not prohibited under state or local laws, conform to laws and regulations, given consistent treatment, comply with generally accepted accounting principles, and are not included as a cost under other federal programs.

- Allocable costs assigned must be in proportion to the benefits received, cannot be shifted to overcome deficiencies in other programs, must be supported by a cost allocation plan.

- Applicable credits are to be used to reduce expenditures applicable to a given grant.

- The total cost of a grant program is comprised of the allowable direct and allowable indirect costs less applicable credits.

2. COST ALLOCATION PLAN

Cost allocation plans are addressed in OMB A-87. Costs incurred by a Tribe in connection with programs are eligible charges against grants and contracts, whether incurred by the program itself or another program which provided supportive services to the program, provided the costs are necessary for the efficient conduct of the grant or contract.

The cost principles are the federal regulations which must be followed to insure that federally assisted programs incur costs in a manner in which each program pays its fair share of costs recognized under these principles, except where restricted by law.

Costs can be shared within the same funding source as well as between funding sources depending on the specific requirements of each funding source.

Allocation of Costs. The Tribal Finance Department is responsible for the development and implementation of cost allocation plans. The Tribal procedure for the development of a cost allocation is typically:

3. INDIRECT COSTS

Indirect costs are those incurred for a common purpose benefiting more than one program and not readily assignable to the program specifically benefited. All indirect costs must be negotiated with a cognizant agency. The cognizant agency is the federal agency responsible for negotiating and approving indirect cost rates on behalf of all federal agencies.

An indirect cost rate is the rate between total indirect expenses of the Agency and some direct cost base. This includes either direct salaries and wages or total direct costs exclusive of capital expenditures. The rules for indirect costs are delineated below:

- Indirect costs are shared costs, to be distributed by an indirect cost rate, that must be grouped into one or more equitable cost pools to determine appropriate rate(s).
- A formal indirect cost proposal must be submitted and approved. Once approval is granted, charges can then be distributed by means of an indirect cost rate.
- Application of indirect cost rates must be supported by formal accounting records available for auditing.
- Indirect costs (or administrative costs) are no different than direct costs in that they have to be allowable under the federal government cost principles.

In theory, all costs might be charged directly; practical difficulties, however, preclude such an approach. Therefore, they are usually grouped into a common pool(s) and distributed to those activities benefited through a cost allocation process.

4. ALLOWABILITY OF SELECTED COSTS

The chart on the following pages are a quick reference to specific items of cost and identify if the cost is allowable, allowable with approval of grantor agency, or unallowable.

OMB COST PRINCIPLES - Selected Items of Cost

Cost Category	A-87 State & Local Governments (Proposed Revision)	Allowable	Allowable With Approval	Not Allowable
Accounting	X	X		
Advertising - Specific Purchases	X	X		
Advisory Council	X	X		
Alcoholic Beverages				X
Audit Services	X	X		
Automatic data processing	X		X	
Bad Debts	X			X
Bid and proposal costs (reserved)				
Bonding Costs	X	X		
Budgeting	X	X		
Building lease and management	X	X		
Communication costs	X	X		
Compensation for personal services	X	X		
Contingency provisions	X			X
Contributions	X			X
Defense and Prosecution Read Allowability	X			
Depreciation of use allowance	X	X		
Disbursing services	X	X		
Donations				X
Employee morale, health and welfare costs and credits	X	X		
Entertainment costs	X			X

OMB COST PRINCIPLES - Selected Items of Cost

Cost Category	A-87 State & Local Governments (Proposed Revision)	Allowable	Allowable With Approval	Not Allowable
Equipment and other capital expenditures	X		X	
Fines and penalties	X			
Fringe benefits	X	X		
General government expenses	X			X
Goods/services for personal use				X
Housing and personal living expenses				X
Lobbying	X			X
Idle facilities and idle capacity	X		X	
Independent research and development (reserved)				
Insurance and indemnification	X	X		
Interest, fund-raising, and investment management costs - read the regulations	X			X
Labor relations costs		X		
Legal expenses	X	X		
Losses on other awards	X			X
Maintenance and repair costs	X	X		
Materials and supplies	X	X		
Meetings, conferences	X	X		
Memberships, subscriptions and professional activity costs	X	X		
Motor pools	X	X		
Organization costs			X	
Overtime, extra pay, shift and multi-shift premiums	X	X		

OMB COST PRINCIPLES - Selected Items of Cost

Cost Category	A-87 State & Local Governments (Proposed Revision)	Allowable	Allowable With Approval	Not Allowable
Page charges in professional journals		X		
Participant support costs			X	
Patent costs		X		
Payroll preparation	X	X		
Pension plans	X	X		
Personnel administration	X	X		
Plant security costs		X		
Pre-award costs	X		X	
Professional costs	X	X		
Profit and losses on disposition of depreciable property or other capital assets	X	X		
Proposal costs	X		X	
Publication and printing costs	X	X		
Rearrangement and alteration costs	X		X	
Reconversion costs	X	X		
Recruiting costs		X		
Relocation costs – subject to limitations		X		
Rental costs	X	X		
Royalties and other costs for use of patents and copyrights		X		
Severance pay	X	X		
Specialized service facilities		X		
Taxes	X	X		
Termination costs		X		
Training and education costs	X	X		
Transportation costs	X	X		
Travel costs	X	X		
Trustee Travel and Subsistence		X		
Under recovery	X			X

D. AUDIT

Audits provide a thorough analysis of the documentation used to prepare financial data and are used by Certified Public Accountants (CPAs) to prepare an opinion on the financial data's reliability. The federal government requires an audit to obtain independent assurance on the completeness and credibility of the financial information of governmental units and organizations.

Recipients of federal grant awards over $300,000 from all federal agencies are required to have an audit by an independent Certified Public Accountant. The government audit requirements are contained in OMB A-133. The OMB Circulars establish the audit requirements and define the federal responsibility for implementing and monitoring the requirements. The audit determines:

- If the Tribe's financial statements present its and the program's financial position fairly;
- If the Tribe has the internal control structure to ensure that the program is managing the award in accordance with the applicable federal laws and regulations; and
- That the program has complied with the applicable laws and regulations that may have a direct and material effect on the program's financial statement.

The audit is simply an evaluation of the financial management of the government/department/ organization. It informs administration on how the financial resources are being managed. It also informs funding sources on the management of the resources.

E. BUDGET DEVELOPMENT AND MANAGEMENT

The budget is the dollar expression of the project being proposed. It is an estimate of the expenses that you anticipate. It is important to work with the Tribal Finance Department in preparing the budget. The budget management process should be integrated into the overall program planning and management. Detailed below are the steps in the budget management process:

1. Determine needs of the community being served.
2. Set program goals and objectives
3. Determine the strategy for accomplishing objectives.
4. Translate the strategy to dollars and prepare a budget.
5. Setup budget control procedures.
6. Accumulate monthly expenditures.
7. Compare budgeted amounts to actual expenditures and make the appropriate adjustments.

In developing the budget for a Learn and Serve program a logical process to follow would be:

1. Determine the staffing requirements to complete all the activities in the project work plan.

2. Calculate the cost of fringe benefits.

3. Determine the costs needed for program operations which could include but are not limited to the following:

   - Staff positions
   - Space
   - Telephone
   - Supplies
   - Equipment
   - Travel
   - Training and education
   - Printing/Xerox
   - Postage
   - Vehicle Operation

It is very important to identify each type of cost that will be necessary to operate the program. After each of the costs have been identified review the OMB cost principles to ensure that the costs are allowable or allowable with prior approval.

4. Calculate the federal share of the total operating costs which is a maximum of 90% for year one, 80% for year two, 70% for year three, and 50% for years four and on of the total operating costs and the Tribal share of the operating costs.

5. Develop the budget narrative. The budget narrative should include sufficient information to justify the costs. Examples of the information that could be included in the budget narrative are:

   - Wages and Salaries. List all full and part-time staff in the proposed project, the number of hours and percentage of time they will work on the project, and the rate per hour.

   - Fringe Benefits. List all the fringe benefits your employees will be receiving, and the dollar cost of these benefits. Some fringe benefits are mandatory; the Tribal Finance Department will be able to help with the numbers.

a. Consultants & Contract Services
In this section you include consultants and services you contract. An example might be a consultant to perform an evaluation of the project.

b. Space Costs
In this section list all of the facilities you will be using. Rent must be comparable to prevailing rents in the geographic area in which you are located. In addition the actual rent, you should also include the cost of utilities, maintenance services and renovations, if they are absolutely essential to your program.

c. Rental, Lease or Purchase of Equipment
List all the equipment to be purchased, that will be used in the proposed program.

d. Consumable Supplies
This means supplies such as paper clips, paper, pens, pencils, etc. If you have any unusual needs for supplies – perhaps you are making a workroom available for community persons – then put in a separate figure for that.

e. Travel
Divide the section up into local and out-of-town travel. Do not put in any big lump-sum which will require interpretation or raise a question at the funding source. List the trips, the purpose of the trips and the estimated cost for each trip.

f. Telephone
Put in the number of instruments you will need times the expected monthly cost per instrument. Justify any extensive out-of-town calling that you will have to do.

g. Other Costs.
List each of the other costs necessary for performing the project and how the amount budgeted was determined.

At the end of the budget narrative include a chart that indicates the source and estimated amount of the match. An example would be space costs. The source would be the Tribe is providing 1,500 square feet of office space at a cost of $5 per square foot.

The next important function of budget management is to review the approved budget to the actual expenditures or a periodic basis. Most programs review the expenditures against the budgeted amounts monthly. If a revision is necessary the earlier that a program makes the correction the smoother the project will flow.

F. IN KIND DOCUMENTATION

In-kind contributions to the program are considered matching funds and need to be documented and tracked per budget line item. Programs should utilize an in-kind donation form that captures this information. For example, if a trainer who normally charges $100 for a 2 hour training, donates his time to conduct the training, this should be documented as in-kind match. You can use the example attached. The form should capture the date, time, fee, donor signature, type of service/contribution, and what line item it corresponds to in the budget. The original copy of the in-kind form should be maintained in the finance office with a copy in the program files. Check with your finance department to see how they would like you to document and file completed in-kind forms. Following is a step-by-step process for documenting in-kind goods and services. In addition, a sample in-kind contribution form for services and a sample in-kind contribution form for goods follow.

Program staff record the following information for in-kind services:

- Date service provided.
- A description of the service provided.
- The time the donor began the service.
- The time the donor finished donating time.
- The per hour value of the service provided.
- The total value of the donated time.
- Initial each day that time was donated to the program.
- Has the donor sign the in-kind services form.
- Submits the completed form to whoever maintains the budget.

Program staff record the following information for in-kind goods:

- Date item donated to the Program.
- A description of the item donated.
- The fair market value of the item donated.
- Secures the signature of the individual donating the goods.
- Submits the forms to the tribe on a monthly basis.

The program director: reviews all in-kind donation forms; verifies the dollar value of in-kind goods and services; and submits the originals to the finance department where they enter the dollar value of the in-kind goods and services receipts into the appropriate accounting records.

ADDITIONAL INFORMATION

- All in-kind goods and services must come from a source that is not supported with federal dollars unless specifically allowable under the funding source legislation.

- The allowable in-kind goods and services that can be used to meet a required match must fall within the allowable budget line items for the Program receiving the goods and services.

- The Learn and Serve America program will maintain a copy of the source documentation for all in-kind goods and services.

SAMPLE FORMS

Form 1

LEARN AND SERVE AMERICA PROGRAM
IN-KIND GOODS

DATE	ITEM DONATED	TOTAL VALUE

I certify that the above items were donated to the Learn and Serve America Program

Typed/Printed Name

Date

Donor Signature

Program Director Signature

Form 2

LEARN AND SERVE AMERICA PROGRAM
IN-KIND SERVICES

DATE	ACTIVITIES	IN	OUT	TOTAL HOURS	RATE/ HOUR	TOTAL VALUE	INITIALS

I certify that the above services were donated to the Learn and Serve America Program

Typed/Printed Name

Date

Donor Signature

Program Director Signature

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EDUCATORS' GUIDE TO SERVICE-LEARNING PROGRAM EVALUATION

INTRODUCTION

Service-learning has been demonstrated to be an effective educational strategy and can have powerful effects on students' academic performance, personal/social development, civic engagement, and career knowledge. Any individual service-learning program, however, may or may not be successful in achieving its desired outcomes. While much is known about which strategies are effective, it is only in implementing service-learning activities that you can know with assurance the degree to which any individual program will succeed.

The way you ensure that service-learning programs are effective in achieving their promise long term, is by evaluating the programs. With the results of these evaluations, you will know which programs to continue, how to strengthen them, and which ones to end.

This booklet will provide you with the tools to:

- Evaluate how effectively a program meets its objectives;
- Diagnose which factors contribute to successful or unsuccessful outcomes; and
- Provide guidance for improvement.

This booklet is organized into three sections.

1. Section 1 provides a general overview of program evaluation and suggests specific steps to follow in planning an evaluation.
2. Section 2 provides worksheets to use in conjunction with Section 1.
3. Section 3 provides detailed guidance for conducting the research.

The best way to use this guide is to first read through Section 1 to get a broad sense of the task at hand. When you are ready, you can then reread Section 1, using Sections 2 and 3 as guides for planning and conducting a program evaluation.

SECTION 1
OVERVIEW AND STEP-BY-STEP PLAN FOR PROGRAM EVALUATION

What is Program Evaluation?

Program evaluation, in the most general sense, is a process of gathering information about a program to measure and understand the program's results. Think of it as an experiment, the kind students learn about in high school science class.

_ You develop hypotheses that some set of actions (the program) will result in some set of outcomes. These hypothesized outcomes are usually stated as program goals or objectives. For example: A program in which students work with senior citizens at a senior center to develop an oral history of their community (the program) will strengthen students' planning skills, interview skills, writing skills, and presentation skills, and help students develop empathy for seniors; understand the effects of aging, learn historical perspective and gain respect for older citizens (the goals).

_ You then run the "experiment" (implement the program) and gather data to test your hypotheses.

_ You then analyze the data, draw conclusions regarding the impact of the program, and generate insights into why the program performed as it did.

The purpose of program evaluation is not to conduct the experiment, but to support decisions regarding how to proceed. While it is not formally part of the evaluation process, the final step in any evaluation is to use the findings to make decisions regarding program retention and/or program improvement.

Should a Program be Formally Evaluated?

Not every program needs to be formally evaluated and not every evaluation needs to be a full-blown evaluation.

A formal evaluation should be conducted if:

_ there are significant resources or student consequences riding on the success of the program; or
_ this is a trial program, and the results of the trial will be used to make decisions regarding whether to continue or how to improve the program.

There is little value in formally evaluating a program if:

_ it is a one time program that will not be repeated; or
_ the intended impact of the program is very limited.

Use worksheet #1 to work through this process.

General Design Principles for Program Evaluation

Program evaluation primarily focuses attention on the outcomes of a program. The heart of any program evaluation is answering the basic question: *Were the objectives of the program met?* That is, was there a positive change in the measures the program was designed to improve?

There are two general ways of measuring change.

1. Before and after design; and
2. Comparative design.

Before and after design: In a before and after design, you gather information about key outcome items both before the program and after the program to determine whether the hypothesized change has occurred.

The before and after design is usually the preferred method to measure change. It sidesteps the difficulty in comparative designs of having well-matched groups. It also avoids the complication that, during the program period, the program group or a comparison group could be exposed to other things that would confuse the analysis. The before and after method, however, requires advanced planning. "Before" measures need to be taken before the start of the program. *If no comparison group is available, then a before and after method is the only alternative.*

This method, however, measures only the impact of an individual program. Without similar measures taken for other programs or for students who experience no program, there is no way to assess the comparative value of a program.

Comparative design: In a comparative design, you identify or create two or more groups that are similar to each other prior to the start of the program and that will continue to have similar experiences, other than the program to be evaluated. In the experiment, some groups receive the experimental treatment (the program). Others may experience other programs, variations of the program, or no program at all (the control groups). You evaluate the effectiveness of the program by comparing each group on the outcome measures.

A comparative design is used when comparison of the program to other programs or several variations of the program is important, or when no "before" measure is possible, such as when the evaluation was decided upon after the program was started.

Tool Kit for Conducting a Program Evaluation

Deciding whether to evaluate a program and how to evaluate it should be integral to the planning process. When program evaluation is managed as an afterthought, options may be limited and the value of the evaluation often suffers. Following are the steps you need to take in evaluating a service-learning program.

STEP 1: Define the program objectives in such a way that they can be objectively measured.

If you want to know whether and how well a program met its objectives, the objectives need to be stated in such a way that facilitates evaluation. You need to decide specifically what you need to know in order to assess the accomplishment of the objectives. Here are some examples.

_ If improving academic achievement, social skills, or career readiness are program objectives, you will need to define these objectives in such a way that you will be able to measure them, either using standard measures or creating measures of your own. For example, you may specify:

  _ academic achievement as *the ability to recognize and solve math problems in the areas of budgeting and scheduling.*
  _ social skills performance as *respect for others* or *facilitating consensus building.*
  _ career readiness as *the level of insight into various life choices,* or *the presence of skills required to enter a chosen field.*

The key here is to refine an objective to the extent that you will be able to measure it with confidence. (This refinement also helps in focusing your resources and attention in your program.)

The Compendium of Assessment and Research Tools (CART) Internet resource may be a useful tool for this step. See resources for more information about CART.

Use worksheet #2 to work through this process.

STEP 2: Decide on the kind of analysis you want to conduct.

All program evaluations need to measure the program's success at meeting its objectives, that is, its outcomes. This is fairly straightforward. If the objective of the program is to improve a particular factor (e.g., leadership skills), you simply need to measure that factor before and after the program, or compare that factor for the group that experienced the program with the factor for a group that did not experience the program.

In addition, it is important to establish why the program improved or failed to improve. This requires you to link what was done or what was experienced with the resultant outcomes

Examples of factors that might be viewed as correlates or predictors of outcomes include:

_ type of reflection activities;
_ voluntary or compulsory participation;
_ intentional linkage of activities to outcomes;
_ integration with curriculum;
_ student choice and voice in planning;
_ rewards or incentives;

_ school grade;
_ socioeconomic status; and/or
_ family involvement.

For example, if you hypothesized that length of time in a program was important to a successful outcome, you could measure each participant's time in the program and each participant's outcome results and see if there was an association. For this type of analysis to work, there must be some variation. If all students spent the same amount of time in the program, you would not be able to test time as a factor in the outcome in the program.

Even if the time factor were the same for all students in a program, you could test the time factor using a comparative approach. You could run two or more programs using differing program lengths (or find other comparable programs using a different program length) and compare outcomes for each program.

You will need to decide whether your evaluation will examine outcomes exclusively or also examine factors that might affect the outcomes.

Use worksheet #3 to work through this process.

STEP 3: Select a general evaluation research design: before and after or comparison groups.

As discussed previously, there are two general research designs used in program evaluation:

1. Before and after design
2. Comparison design

You will need to select one or the other. The general guidelines are:

Select a before and after design if:

_ the focus is on evaluating or improving program performance, not comparing various programs or program variations; and/or
_ the evaluation will begin before the program has started.

Select a comparison design if:

_ the focus is comparing various programs or program variations; and/or
_ comparison groups are available.

Use worksheet #4 to work through this process.

STEP 4: Select the sources of information.

After you have decided upon the types of information you will need to evaluate your program, you will need to select the sources for that information. There are a variety of potential sources for the kinds of information people need to evaluate a service-learning program. All the potential sources of information should be considered.

_ **Sources of primary information (information that you collect directly from people)**

- _ students;
- _ teachers;
- _ administrators;
- _ parents;
- _ recipients of the service;
- _ community representatives; and/or
- _ others.

_ **Sources of secondary information (information that is gathered independent of the program)**

- _ school data such as attendance reports;
- _ results of standardized tests; and/or
- _ others.

To decide which sources to use in your evaluation, first identify the information you need in order to evaluate the program (based on the objectives and diagnostics you have specified); then determine the most effective and practical sources of that information. Multiple "voices" or perspectives are often desirable.

Use worksheet #5 to work through this process. Note: Step 5 below also uses this same worksheet.

STEP 5: Decide what measurement methods to use.

There are a variety of ways of measuring performance or capturing data. You will need to choose which method(s) best fit(s) your needs and resources for each of your information sources. The choices are listed below.

_ **Quantitative methods:** Quantitative methods are for quantifying; that is, for measurement. This is usually required for program evaluation. Questions like: Was there a change? How big was the change? What proportion of students achieved the objectives are best addressed using quantitative methods. This can include surveys; tests; or other objective measures of outcomes such as grades, graduation rates, or attendance records. Surveys can be self-administered (paper questionnaires) or personal interviews (face-to-face or phone).

In most cases, quantitative methods are the most useful method of program evaluation. These methods typically gather information on each participant (students, parents, community members) or a sample (subset) of participants.

_ **Qualitative methods:** Qualitative methods are best for gaining a deep understanding of program participants' experiences, motivation, opinions, concerns, and so on; that is, those matters for which you need a conversation to really understand. The primary tools for qualitative research are:

- _ focus groups (moderated group discussions);
- _ personal interviews (one-on-one interactive discussions, not simple question and answer sessions); and
- _ observation (in-class or field observations are used for capturing information on what is actually done and generating a qualitative sense of the experience).

Decisions about the types of measurement methods you will use needs to be addressed in the context of the specific information you need. For example:

- _ You may choose to measure academic performance using a standardized test.
- _ You may choose to measure social skills using direct observation or feedback from personal interviews with program clients.
- _ You may choose to measure career readiness using a personal interview.

A variety of methods may be needed.

Use worksheet #5 to work through this process.

STEP 6: Conduct the research for the evaluation.

At this point in the process, you have completed the overall structure and design for the evaluation program. Next comes the detailed design and execution of each of the studies you have specified. The general steps in conducting research include:

1. Write data collection instruments, which include questionnaires, focus group discussion guides, interview guides, and observation instructions.
2. Develop and execute a sampling plan. Decide how many respondents and what kind of respondents to include in the research, and then select those respondents.
3. Train data collectors.
4. Collect the data (conduct the survey, personal interview, focus group, or observation)
5. Analyze the results:

   - _ Tabulate and organize the data into a form that is manageable for analysis; and
   - _ Examine the data to test hypotheses and derive conclusions.

The specific methods for conducting each of the various forms of research are presented in Section 3 of this booklet.

SECTION 2
WORKSHEETS

WORKSHEET 1: SHOULD A PROGRAM BE FORMALLY EVALUATED?

Link to Section 1, page 2: Should a program be formally evaluated

It would be appropriate to evaluate a program if either of the items below are checked.

- ❒ There are significant resources or student consequences riding on the success of the program
- ❒ This is a program trial. The results of the trial will be used to make decisions regarding whether to continue the program or how to improve the program.

It may not be worthwhile evaluating a program if either of the items below are checked.

- ❒ It is a one-time program that will not be repeated.
- ❒ The intended impact of the program is very limited.

Decision:

- ❒ Evaluate
- ❒ Do not evaluate

WORKSHEET 2: DEFINE PROGRAM OBJECTIVES

Link to Section 1, page 4: Step 1

Define all program objectives to a level of detail that facilitates evaluation.

_ List all program objectives. These are the expected outcomes resulting from the program.
_ Then define the objectives specifically enough that you will be able to measure or assess whether or how well they were achieved.

Example:

Objective:	Improve academic performance.
First level of refinement:	Improve reading and language arts skills.
Final level of refinement:	Improve students' ability to read with fluency, write expository essays, provide well-reasoned, well-organized presentations.

Objective: _____
Refinement _____
Refinement _____

Objective: _____
Refinement _____
Refinement _____

Objective: _____
Refinement _____
Refinement _____

Objective: _____
Refinement _____
Refinement _____

Objective: _____
Refinement _____
Refinement _____

Objective: _____
Refinement _____
Refinement _____

When completed, these refined objectives become the foundation for further evaluation planning.

WORKSHEET 3: DECIDE THE KIND OF ANALYSIS YOU WANT TO CONDUCT: OUTCOMES OR DIAGNOSTICS

Link to Section 1, page 4: Decide on the kind of analysis you want to conduct.

The information you gather and the complexity of analyzing that information is affected by whether the program evaluation measures outcomes only or both outcomes and correlates or predictors. Use this worksheet to help decide which kind of analysis you want to conduct.

❒ Outcomes only:

Conduct an outcomes only analysis if the only objective of the evaluation is to measure whether and/or to what extent the objectives (intended outcomes) were achieved.

❒ Outcomes and correlates or predictors of outcomes:

Outcomes most likely need to be determined in all program evaluations. If there is also a desire to understand what program features are associated with (cause) stronger or weaker outcomes, diagnostic measures will be needed.

If you decide that understanding correlates or predictors are needed, these extra steps will be needed.

1. Identify those program features that are hypothesized to affect outcomes. These will be the features on which you will need to gather information for the diagnostic analysis.

2. Be sure the program design produces appropriate levels of each feature you listed in Step 1 above. As noted before, you can only do analysis on a feature if there are various levels of that feature. Stated in research language: variables must vary. For example:

   ❒ The length of time a student spends in the program varies from one to four semesters or between one to five days a week.
   ❒ Two versions of leadership are conducted; one with student leaders and one with adult leaders.

3. Define the features to the same depth as the outcomes defined on Worksheet 2. Record the feature definitions below.

Example:

Feature:	Length of time in the program
Refinement	Number of semesters
Refinement	_____
Feature:	_____
Refinement	_____
Refinement	_____

Feature: _____
Refinement _____
Refinement _____

Feature: _____
Refinement _____
Refinement _____

WORKSHEET 4: DECIDE ON THE GENERAL DESIGN OF THE STUDY

Link to Section 1, page 5: Select a general evaluation research design.

There are two general designs for program evaluation:

1. Before and after design
2. Comparative design

Use the form below to help decide which design to choose.

Program characteristics appropriate for a **before and after design**:

- ❒ The focus of the evaluation is on measuring the effectiveness of the program, not on comparing the program to other programs.
- ❒ It will be feasible to measure the program objectives both before and after the program.

Program characteristics appropriate for a **comparative design**:

- ❒ A key objective of the evaluation is comparison of the program to other programs or several variations of the program.
- ❒ Well matched comparison groups exist or can be created, and, you will have access to these comparison groups for assessment.

Decision:

- ❒ Before and after design
- ❒ Comparative design
- ❒ Combined before and after and comparative design

WORKSHEET 5: SOURCES OF INFORMATION AND METHODS OF DATA COLLECTION

This worksheet brings together three important elements of the evaluation design:

1. Program objectives;
2. Sources of information; and
3. Methods of data collection.

Link to Section 1, page 5: Select the sources of information.

You will need to have first completed Worksheet 2. Record the objectives from Worksheet 2 onto the form below. Then, for each of the objectives, check off which source(s) will be needed to assess that objective. Each of the cells you have checked will represent a separate study design, data collection and analysis effort. If you have checked many cells, you may need to prioritize to keep the effort to a manageable level.

SOURCE	OBJECTIVES			
	Objective 1	Objective 2	Objective 3	Objective 4
Students				
Teachers				
Administrators				
Parents				
Recipients of the service				
Community representatives				
Other				

Link to Section 1, page 6: Decide what measurement methods to use.

Once you have completed the task above, you will then need to decide what form of data collection to employ for each study (cell you have checked on the table above). For each study (column on the table below) you should check one method (cell).

DATA COLLECTION METHOD	STUDY			
	Study 1	Study 2	Study 3	Study 4
Quantitative				
Existing or independent source				
Survey				
Personal interview				
Self-administered paper questionnaire				
Qualitative				
Class or field observation				
Personal interview				
Focus group				

SECTION 3
DETAILED GUIDANCE FOR CONDUCTING THE RESEARCH

Once you have completed the worksheets, you will have made all the major design decisions for your program evaluation. The next step is to design and carry out each of the studies that you planned. In this section, there are three separate guides that provide instruction for carrying out each of the three types of studies.

1. Quantitative research: surveys and analysis of existing data
2. Qualitative research: focus groups and personal interviews
3. Observation

GUIDE FOR DESIGNING AND CONDUCTING QUANTITATIVE RESEARCH: SURVEYS AND EXISTING RECORDS

Conducting survey research (creating and analyzing new information) and conducting research using existing records (e.g., attendance records, grades, or scores from standardized tests) share the same foundation, but there are also variations in the activities you need to conduct. In the scenario below, survey research is presented first, followed by a discussion of variations appropriate when working with existing records.

STEP 1: Designing the Research.

There are several elements to designing a survey project.

Choose who to interview. There are two key terms relevant to this stage of the design: **population** and **sample**. The population is all the people who make up the group in which you are interested. Examples may be:

_ Students participating in the project
_ Recipients of the service

The population needs to be precisely defined so it is clear who is included and who is not.

When populations are small and manageable, it is feasible to include the entire population in a study. When populations are large, it becomes less feasible and unnecessary to study the entire population. In these cases, a sub-group of the population (called a sample) can be interviewed. It is expected that programs you will be asked to evaluate will be small in scale so that sampling will not be necessary. If populations are large in any of your studies, you should seek professional assistance in sample design.

For each of your studies, state in detail who is included in the population.

Method of data collection. There are a variety of survey methods at your disposal. The most basic methods are:

_ interviewer assisted

  _ telephone interviewing
  _ personal interviewing

_ self-administered

  _ mailed questionnaire or other distribution method

Interviewer assisted interviewing is more expensive, but provides several benefits.

- The cooperation rate is higher than for self-administered methods since it is easier for people to discard a questionnaire than to tell the interviewer that they decline to participate.
- The quality of the information can be better since the interviewer can detect and clarify any confusion that may exist on the part of the respondent.
- The sample control is better.
    - You can be sure that only qualified people are completing the questionnaire.
    - You have control over the sample size, rather than waiting for an undertermined amount of returned questionnaires.
- If the flow of the questionnaire is at all complicated, having an interviewer manage the flow can reduce errors.

Self-administered interviewing is less expensive and also provides a unique advantage as well.

- When the content of the questionnaire is sensitive or when anonymity is important, respondents are more comfortable with self-administered questionnaires.

Select a method of data collection: interviewer assisted or self-administered.

Writing the questionnaire.

At this point, you know what you need to learn (the objectives and feature definitions from Worksheets 2 and 3) and you have decided on a sampling and data collection method. Now it is time to write your questionnaire, which has four parts:

1. Introduction
2. Screener
3. Body
4. Close

The introduction: The introduction is extremely important. In today's environment, many people view interviews as a bother at best, or an intrusion at worst. You need to get your foot in the door, and the introduction is how you do it. In the introduction the interviewer needs to introduce him/herself, identify the sponsor of the research, indicate what the research is about, and why the respondent should care enough to take the time. This needs to be done quickly. People will not read or listen to long stories. Be sure the tone is respectful. Remember, you are asking people to give you their time, attention, and personal information, all valuable commodities.

The screener: Once you have your foot in the door, you need to be sure the person is a qualified respondent. Either state who this interview is for "We are talking to parents and guardians who have children attending Smith Middle School this year," or ask questions that qualify the respondent: "Do you have any children in this household who currently attend Smith Middle

School?" For people who do not qualify, explain to whom the survey is directed and politely end the interview.

The body: The body of the questionnaire is where the questions are asked. Your guidance for writing the questions comes from the objectives and features you listed on Worksheets 2 and 3. Working from this list, you need to convert each information objective into a question or series of questions that will yield the information you need. Only ask what you need to know. Do not succumb to the temptation to add "interesting" and "nice to know" questions that do not derive from the list of objectives and features. These unnecessary questions add length and time to the interview, increasing your non-response rate and your costs.

There are a number of question styles you can choose from. They generally fall into one of two generic categories.

1. **Closed-ended questions**: These are tightly controlled questions in which you provide a list of answers from which the respondent must choose or questions for which the possible answers are pre-coded on the questionnaire but not revealed to the respondent. Types of closed-ended questions include:

   _ Yes/no questions
   _ Verbal or numeric scale questions: very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied; definitely, probably, might or might not, probably not, definitely not; strongly agree, somewhat agree, somewhat disagree, strongly disagree; always, often, sometimes, usually not, rarely or never; 5 or 10 point rating scales with labeled endpoints, such as 10 equals completely satisfied and 1 equals completely dissatisfied, and so on.
   _ List questions: Which of the following topics would you like to see on the program?
   _ Un-aided questions: What topics would you like to see on the program?
   _ Narrative responses: What do you plan to do when you graduate? Go to a four-year college, go to a trade or vocational school,….

   When writing the response categories (answers) for a close-ended question, do your best to anticipate all the likely responses. As a catchall, it is often useful to leave a fill-in response of "Other _____" for respondents whose responses you have not anticipated. Depending on the nature of the question, including the responses "Don't know," and "Refused" may also be appropriate.

   There are several benefits of closed-ended questions.

   _ They capture information in a form you design to be most easily analyzed.
   _ They are efficient in capturing information and in processing information.

   Formatting: On self-administered questionnaires, you should provide a number or letter for the respondent to circle, or a box to check next to the response category.

2. **Open-ended questions**: These are questions in which respondents "fill in the blank." There are several general situations in which open-ended questions are used.

   _ When not enough is known to anticipate the likely responses. These are exploratory questions.
   _ When you do not want to influence or bias a respondent by offering a list of answers to choose from.
   _ When you want to hear the respondents' language, to see what words they use.

   Formatting: On self-administered questionnaires, you usually provide a number of lines under the question where respondents or interviewers can write in their response.

There are a number of additional issues to consider in writing a questionnaire.

Flow: Go from general to specific, and from interesting to boring. Other than questions needed to screen and qualify respondents, place demographic and other classification questions at the end of a questionnaire.

Sometimes one question can provide information or otherwise influence how a respondent answers another question. Put questions in an order that will minimize this kind of effect.

Language: It is amazing how easy it is to write a question that is confusing, ambiguous or otherwise open to misinterpretation. Since the validity of the research is predicated on all respondents understanding a question to mean the same thing, you need to put a lot of attention into how you word questions. Here are some general rules.

_ Keep the language simple and direct. Avoid double negatives. Avoid professional jargon unless the survey is directed to a professional audience.
_ Avoid using words with high emotional content.
_ Write questions in a neutral way so that all responses are equally acceptable. Even though you, as an individual, may have a point of view, as a researcher your interest is in learning other people's points of view. Tipping your hand as to your personal position in the way questions are worded will often impact the way people answer questions. Some people want to please or are motivated to provide socially acceptable answers, even when those answers do not reflect their positions. You want to write questions in a way that makes all opinions and positions acceptable. Sometimes the best way to do that is to state both sides of a position rather than only one. Here is an example using reading to children as the subject.

> *Based on personal beliefs and family situations, families in our community differ in how often they read to their preschool children. Some read to their children often, some occasionally, and some rarely or never. On average how often is your preschool child read to by family members each week?*

- ❒ Rarely
- ❒ Less than one day a week
- ❒ 1 to 2 days a week
- ❒ 3 to 4 days a week
- ❒ 5 or more days a week

Compare this approach with a one-sided approach to the same issue.

To what extent do you agree or disagree with the following statement: Preschool children should be read to at least five days a week?

- ❒ Strongly agree
- ❒ Somewhat agree
- ❒ Somewhat disagree
- ❒ Strongly disagree

Since there is a bias that "good parents read to their children," getting honest information from people who do not read to their children requires us to acknowledge to the respondent that there is a range of choices and that we recognize that people have reasons for their choices.

Double-barreled questions: A double-barreled question is when two issues are embedded into a single questions such that you cannot be sure which question is being answered.

How satisfied are you with the math and reading instruction at this school?

Unless respondents are equally satisfied with math and reading instruction, they don't have a very good way of answering the question, and you will not know how to interpret their response.

Skip patterns: On many questionnaires, some questions need to be answered or skipped, based on the response to an earlier question. For example, one question might ask community members if they had attended any collaboration meetings. A block of questions asking further information about the collaboration meeting experience should be answered only by people who attended meetings. Use instructions such as, "If 'No,' skip to Question 8," to guide the interviewer or self-administered respondent. For self-administered surveys, keep skips to a minimum.

Formatting: There are two general approaches to tabulating survey findings: hand-tabbing and data processing. Either way, you will want to lay out the questionnaire in a way that will facilitate the tabulation process. Several standards help.

- _ Number your questions.
- _ Line your response categories up near the right hand margin of the page to make scanning the answers efficient.
- _ Number or letter the response categories.

- If you will be tabulating the results by computer, you will want to label each question (usually in the right hand margin) to indicate where on the data record the response to the question should be placed. (A "20" next to the response categories of Question 10 indicates to the data entry people that the coded answer to Question 10 (yes equals 1) should be entered in position 20 of the data record). You may want to request experienced support if you plan to use computerized data tabulation.

The Close: When all the questions have been asked and answered, you need to end the interview with an appropriate statement of appreciation.

Confidentiality: It is standard for respondents' comments to be confidential. Unless there is an overriding need to be able to track or identify individual respondents, names or other identifying information should not be recorded on the questionnaire. When the identity of the respondent needs to be retained (e.g., when you need to link the results of a survey with information from another source of data), replacing names with respondent ID numbers is a useful way of protecting confidentiality. If the information will not be confidential, respondents must be advised of this. Further, special care must be taken to control and protect the raw data.

The outcome of this step is a written, formatted questionnaire.

STEP 2: Conducting the Survey.

Interviewer training: If you are conducting an interviewer-assisted survey (telephone or face-to-face), you will probably be conducting the survey using volunteer interviewers. You need to take the time to train the interviewers. The key elements of interviewer training are:

- Brief interviewers on the background and objectives of the survey. They may be called upon to exercise some judgement in the course of an interview, and you want them to have a strong basis for making those judgements.

- In general, you want interviewers to read the question exactly as written. You know how much effort you put into the detailed wording of each question. You do not want interviewers paraphrasing questions.

- Interviewers should not coach respondents. If a respondent does not understand the intent of a question or answers a question in a way that implies he/she misunderstood, the interviewer should clarify the question. Otherwise the interviewer should not discuss the question or provide guidance. Under no circumstances should an interviewer discuss his/her views on the subject of the interview.

- It is strongly recommended that interviewers practice the interview with other interviewers several times prior to conducting their first interview with a real respondent. This practice helps interviewers get a sense of the flow of the interview. And interviewers are less likely to stumble or become confused if they have actually gotten the words out beforehand and are familiar with the questions.

At this point, you are getting close to being almost ready to go ahead with the study. But first, you want to give the questionnaire and the overall methodology a thorough test.

Pilot test: Before you actually conduct a survey, you will want to try it out in a pilot test. Pilot testing a questionnaire is different from the kind of practice sessions described above. In a pilot test, the respondent is a member of the target audience who believes the interview "counts." The purpose of a pilot is to test out the questionnaire exactly as it will be presented in the survey to be sure the questions are clear and correctly understood by the respondent, to be sure the flow works well, and all instructions are clear. It is difficult to anticipate some of the problems that may emerge when real respondents get hold of a questionnaire. You certainly do not want to discover problems after interviewing has started. In a self-administered questionnaire, the pilot respondent needs to be interviewed after completing the questionnaire on his/her own to discuss each of the issues noted above.

Administering the survey: The specifics of conducting a survey will be different depending on the specific methodology.

_ **Telephone interviews:** Interviewers will be given a list of names/numbers to call. Depending on the type of respondent, they may have to focus their calling during daytime hours or during the evenings. Interviewers should expect difficulties in reaching people such as getting no answer, having no qualified respondent at home, getting an answering machine, and so forth. If someone answers the phone but the interview cannot be done at that time, interviewers can try to schedule a time for the interview. Interviewers should call at different times of the day, and weekday and weekend times to give themselves the best chance of reaching a person. You should set a standard for the "number of callbacks," such as four or six attempts, before an interviewer abandons a number as unreachable.

  Interviewers should maintain a record of their efforts. For each number, they should record the time and result of each call attempt. They should also keep a running tally of progress: number of completed interviews, number of refusals, number of people not available or "can't be reached" after the specified number of attempts, number of people who did not pass the screener. These tallies should be gathered and compiled daily in order to track progress.

_ **Personal interviews:** Personal interviews can be conducted with a list of specifically targeted individuals, such as parents of students in a class, or using an "availability sample," similar to interviews at shopping malls where potential respondents are approached (intercepted) and invited to participate in an interview. The latter approach might be appropriate at an event such as a school fair.

  In studies where personal interviews are to be conducted and respondents will be recruited using sample lists, you typically will need to make arrangements to schedule the interviews. Interviews can be conducted at a school, at the respondent's home, or at another location. The location should be selected based on some balance between the respondents' convenience and the timing, resources, and efficiency needed in conducting the survey. It is best if the interview can be conducted in a quiet comfortable place where the participants will not be disturbed.

For intercept interviews, where you simply stop people and ask them questions, you will need to set up a location where the interviewer and respondent can sit, unless the interview is very short and can be done standing up using a clipboard.

In intercept surveys, it is a challenge to get a random or representative sample since you do not randomly select respondents off of a list. It is human nature for interviewers to approach people with whom they would feel most comfortable. This, however, will produce a skewed sample. A simple approach to take the human choice factor out of respondent selection is for the interviewer to pick a number (say five) and approach the fifth person he/she passes.

_ **Self administered questionnaires:** The key activity in self-administered questionnaires is to develop a method for distribution and retrieval. For distribution, the most common methods are mail, student take-home, and meeting/event handout. Retrieval methods include mail and return with student. For questionnaires distributed at onsite events, the most effective method is to ask people to complete the questionnaire onsite and to return it to a collection point while still at the event. Return rates plummet once people leave the premises.

Administration: Research managers need a system for monitoring and tallying progress of the survey. Questionnaires need to be checked in, counted, and stored appropriately.

STEP 3: How to Analyze Survey Results.

Once the data collection is completed, it is time to figure out what you have learned. As with any kind of research analysis, you begin the analysis process by revisiting the research objectives, the decisions you need to make, and the information you decided you needed. Using this information, you build an outline of your report, specifying the sections you will write and the information that will go into each section. You enter the analysis process with a clear idea of the issues you need to address and the type of information you have to work with.

Once you have reviewed the purpose of the research, it is time to begin tabulating. Tabulating the closed-ended questions is straightforward. Tabulating open-ended questions takes more work. Since quantitative research is all about counting and measuring, you need to convert the narrative responses of open-ended questions into numbers. This is done in three steps.

_ Step 1: Make a list of all, or a sample of the responses to an open-ended question.

_ Step 2: Examine the list and figure out what the themes are. For example, in response to a question about reasons for participating in an after school service-learning program, you may receive comments about meeting people, doing better in school, having someplace fun to go, and so forth. Even though the language in each comment may be unique, you can gather them together into common themes. Sometimes themes will have sub-themes. For example, a higher level theme may be "student centered benefits," and lower level themes might include specific student benefits, such as better scores, improved self esteem, and so forth. Once these themes are identified, you need to assign each theme a unique numeric code.

_ Step 3: In this step, you go through each individual questionnaire and write down the numeric code that corresponds to the open-ended response. Now the open-ended response is in a format that can be counted and categorized just like the closed-ended responses.

Tabulation: Tabulation can be done either by hand (hand-tabbing) or with a computer. The advantage of using a computer is that it is easier to break out data in different ways. For example, you could look separately at the responses of different age groups or genders. Doing this by hand becomes very time consuming and tedious. If a questionnaire is short and the analysis is simple, hand-tabbing may be the most efficient way to proceed.

The downside of computer tabulation is that it requires specialized equipment (software) and skills that may or may not be available. It can also be more time consuming to enter the data, program the questionnaire, and run the program than to hand-tab a simple questionnaire.

The way to hand-tab a questionnaire is to set up a recording sheet modeled after the questionnaire, with a place to put a "tic mark" for each response. One by one, go through each questionnaire and place a tic mark signifying the response to each question. For example, if a respondent said "Yes" to Question 1, place a tic mark next to the "Yes" on Question 1 on the tally sheet. When you are finished, add up the tic marks and calculate percentages for each question.

Analysis: With the data now in a form you can use, it is time to start making sense of it. Rather than looking at each question and reporting how many respondents said what, center your analysis on the decisions you need to make, which findings shed light on those decisions, and what the implications of those findings are.

The mistake often made by inexperienced analysts is to treat all information equally and report out everything that was learned. This makes for boring reading and is not a useful tool for helping people make decisions. A function of analysis is to sift through all the data and decide what is important. Focus the analysis on what matters, the information and insights that will help readers learn what is important and support the decisions they need to make.

For reports that will be read outside the study team, it is useful to follow a simple report outline.

_ *Cover page;*
_ *Table of Contents;*
_ *Executive Summary*, a brief summary of each section of the report that someone can quickly read and understand the objectives, methodology, findings, and conclusions;
_ *Introduction*, including a discussion of the background, objectives and methodology employed in the research;
_ *Findings,* main body of the report;
_ *Conclusions or recommendations,* if appropriate; and
_ *Appendix,* any important documents, such as the questionnaire, that would be useful in understanding the findings or methodology.

Variations Appropriate for Research Using Existing Records

Population and sample: When using existing data, there is still a need to define the population and consider issues of sampling. For example, if school attendance is the measure, you will need to define specifically who should be included in the population.

Method of data collection: While there is no direct data collection using existing records as there is with a survey, you will need to "extract" the information from its source. This may be a manual or electronic process. In either case, you will need to create a form and layout for capturing and recording the information that facilitates analysis. In some cases, this may involve coding narrative information, especially if you plan to analyze the data electronically. For example, you may want to recode an attendance "check mark" indicating a student's presence into a "1" if present and "2" if absent.

Analysis: Analysis of existing data is conducted in the same way as survey data. In some cases the existing data are analyzed separately and independently. In other cases, they are folded into other data (e.g., attendance records added to a database generated from a survey of the same students) and analyzed together.

GUIDE FOR DESIGNING AND CONDUCTING QUALITATIVE RESEARCH: FOCUS GROUPS AND PERSONAL INTERVIEWS

Conducting focus groups (moderated group discussions) and conducting qualitative personal interviews share the same foundation, with slight variations. In the paragraphs that follow, focus group research is presented first, followed by a discussion of variations appropriate when conducting personal interviews.

STEP 1: **Designing the Research.** Focus groups are most effective when the members of a session are similar to each other (homogeneous) on key characteristics. For example, if the program you want to study has been implemented in K-5, it is likely that the needs and experiences of kindergarten teachers will be very different from those experienced by fifth grade teachers. Putting both in the same focus group makes for weak dynamics. Similarly, putting together teachers and administrators, teachers and students, or teachers and parents does not work well. The best focus groups are populated by people who come from the same perspective. In the focus group session, you explore for differences within that common perspective. Sometimes you even hold separate focus groups among people you know like a program and people who you know hate a program, although mixing them up and watching the differences emerge is also appropriate, as long as the participants are similar on the basic characteristics (e.g., all teachers involved in the program).

This means you need to decide what the key differences are in your populations that you do not want to mix. This multiplies the number of focus groups you need to conduct. It also improves immeasurably the quality of the information.

Focus groups are discussions among a small number of people. Whenever you select a small number of people from a larger population, it is always possible to get an odd bunch; one that is not representative of the range of opinions. For this reason, whenever possible, always at least double up, conducting a minimum of two focus groups among each of the key groups.

There also may be constituency issues that need to be addressed in order to gain credibility. It may be necessary to include various schools, districts, regions, states, or other constituents in a study in order to earn credibility and gain buy-in of the various sponsoring or interested constituencies. Sometimes it is methodologically important to do so. Other times it is needed for reasons of inclusion or support. Regardless of which, it is a design consideration that needs to be taken into account.

The product of this step is a description of the type of participants to invite and the number of focus groups to conduct.

STEP 2: Normally, two activities are carried out simultaneously in Step 2.

1. Planning and logistics
2. Preparing the discussion guide

Planning and logistics: You need to decide whom to invite (also called "recruiting"), when and where to hold the sessions, and then invite participants.

Selecting and recruiting participants does not need to be as rigorously random as with quantitative research. Still, you want to recruit as random and representative a group of people as possible. Ideally, selection and recruiting is done randomly from lists. Be careful not to delegate the selection of participants to someone with a point of view who might load the group with people who share a common opinion. Recruiting can be done on the phone or via messages.

The ideal focus group size is between eight to ten participants. You typically recruit 12, assuming some people will cancel at the last minute or simply not show.

Be sure to confirm the recruitment of all participants by sending them in writing the information they need. They will need the following information.

_ The topic and purpose of the study;
_ The location of the focus group sessions (directions if appropriate);
_ Date and time, including when the session will conclude; and
_ Information about travel compensation if appropriate.

Emphasize that the meeting will start promptly at the time specified, so people should arrive five minutes ahead of time. Reconfirm all participants one to two days before their session.

Facilities: You will need to select a facility that is appropriate for conducting focus groups. Key features are:

_ a room large enough to hold 12 people comfortably;
_ appropriate furniture (conference-like table);
_ a quiet undisturbed environment; and
_ a convenient location.

Conference-like table arrangements are best for focus groups. You want a single table (or smaller tables pushed together) at which there is ample room and everyone can see each other. Square or rectangular arrangements work well. In a pinch, people can sit in a circle without a table. The ability to close doors to seal out outside noise is also important.

Length: A focus group session usually lasts one to two hours, depending on the amount of material needed to be covered. Two hours is usually the maximum you can hold people's attention.

Time line: Typically you want to allocate two weeks for recruiting, that is, start recruiting two weeks before the focus groups are scheduled.

Preparing the discussion guide: The role of a moderator, which will be discussed in detail below, is to facilitate the discussion among the participants on topics of interest to the researchers. The discussion guide is an outline the moderator uses to guide the discussion. Typically a discussion guide has three main sections.

1. Introductions;
2. Warm-up and general discussion; and
3. Discussing the details.

Introductions: There are two parts to the introduction section:

1. the moderator introducing him/herself and providing information on the discussion to come and
2. participant introductions

Presented below is a script of a typical introduction.

Moderators introduction:

_ Introduce yourself (name, role) and thank participants for coming.

As you know, you have all been invited here to participate in a discussion about…(be general). This is a form of research we call a focus group. Is there anyone here who has never been in a focus group?

_ Give quick overview regardless.

_ Key points:

Group discussion.
Looking for all opinions, expect diversity, differences of opinion.
Not looking for consensus or seeking a majority.

Your job: To let me know what you think. All opinions are equally valid. Speak only for yourself and from your own experience. It is best not to speak for the group.

My job: My job is to keep us on task and on time and to be sure everyone has their fair share of air time. Works best when I'm not the center of attention. I will start things off. Then you talk among yourselves.

_ Assure confidentiality.
_ Explain about audio taping (to help in preparing a report).

_ Tell them the length of the session. Plans for break or no break, location of restrooms, any necessary fire or evacuation procedures.
_ Restate the purpose and value of the session.
_ Ask for and answer any questions.

Participant introductions:

Ask participants to introduce themselves by providing the basic information you will need to understand who they are in the context of the research (e.g., Mary, fifth grade teacher, Adams Elementary school, been teaching ten years, three at Adams. This is my first year with the program). If you can arrange for an easel in the room, it is useful to write the list of information you want on the easel beforehand.

_ **Warm-up and general discussion:** The flow of the second and third sections of the discussion guide goes from general to specific. A typical question to ask in the second section is: As you know, each of you in this room [is a teacher who taught the new curriculum, is a principal at a school where you are piloting Program Y]. Tell me what it was like to [teach the new curriculum, introduce the new program]. The purpose of this section is to get the energy flowing, to get people engaged in the discussion, and to get a high level, yet personal understanding of the range of experiences regarding the subject you are studying.

_ **Discussing the details:** The third section is where you get to the details. Use the list of information objectives you prepared earlier as the basis for this section. Organize the issues into a logical order, thinking about how the discussion will flow most naturally. Then using short phrases or sentences, write down the questions you will ask that will elicit the discussion you want. Sometimes you will literally ask a question: "What was it like…?, What did you like best about…?, How did you approach…?" When possible, you will suggest a discussion: "Tell me about the students' reaction to…." Questions should almost always be open questions; that is, questions that elicit a story, an explanation, or a point of view. Yes/no questions or ones that elicit a short answer do not produce insights, which is what focus groups do best.

In addition to straightforward discussion, there are a number of tools and techniques that a moderator can employ to elicit participation and insights. A useful tool for getting juices flowing is group brainstorming with the moderator posting ideas on an easel. Some tools are useful to prevent "group think" such as assigning participants the task of writing down as many ideas as they can in a few minutes, then debriefing participants with an open discussion.

Some tools stimulate creativity or engage right brain thinking.

_ collage building
_ projective techniques such as: "If this program were a vehicle, what kind of vehicle would it be. Explain why?"

Sometimes it is useful to use handouts or other displays (e.g., a list of the features of a new program) if you need participants to be well informed for a discussion.

Timing: It is always a challenge to fit the discussion to the time you have available. Once you have the discussion guide drafted, estimate how long each section will take. If it runs too long, you will have to pare it down. There are two ways to pare down a discussion guide: drop issues or questions that have a lower priority or shorten the amount of time you will allow discussion on each subject. It is useful to write target start and finish times for each section in the margin of the guide to help the moderator manage time well.

The physical guide: The moderator will use the guide in the course of the focus group session; therefore, it must be easy and efficient to use. Some people write out each question or instruction verbatim. Others write phrases, key words or short sentences as reminders, and then ask the questions in their own words. In contrast to surveys in which each question must be asked identically to each respondent, the moderator has more leeway in a focus group, just as long as the point gets across. You should share the moderators guide with others on your team for feedback, since it specifies exactly what will be discussed and makes clear what will not be discussed. Do not distribute the guide to focus group participants.

Conducting the Focus Group

Managing Logistics

Arranging the room: As noted above, you want the room to be set up conference style. If it is not already set up that way, you will need to do some rearranging of furniture. Always arrive at a new facility with enough time to adjust furniture if necessary. Set up the moderator's seat where it will be easiest to have eye contact with all the participants, usually at the long end of a rectangular table or in the middle of a side of a square table. Put materials (papers, coat) at that position before participants enter the room so others will not take it. Do what you can to make the room a quiet, comfortable place to have a discussion.

Directing people to the location: Often, participants will not be familiar with the facilities where the focus group will be held. You want to make it easy for participants to find the location of the focus group session. Place signs as appropriate.

When focus groups are scheduled consecutively, there should be a designated waiting area where participants for the next group can wait. It is best for there to be a greeter to welcome participants as they arrive, answer questions, and provide instructions if needed. Snacks and beverages in the waiting area are appreciated. If there is a waiting area, bring people into the focus group room several minutes before you want to start to allow them to settle in.

It is useful to have name cards for participants and the moderator. They help quickly put people on a first name basis which greatly enhances group dynamics. It is best to not include last names to enhance the feeling of confidentiality.

Beginning the Session

As the moderator, you are the host. Greet people. Introduce yourself. Make them comfortable. Make small talk. Create a friendly, informal, welcoming environment.

You may want to wait up to five minutes for latecomers, but assuming you have a full agenda and out of respect for those people who arrived on time, it is best to start promptly. Latecomers can join as they arrive. (In commercial focus groups, latecomers are often paid their incentive and sent home.) Once the small talk is finished and you have enough people in attendance, it is time to formally start the focus group.

You start by re-introducing yourself, thanking participants for coming, and launching into the discussion guide.

Becoming an Effective Moderator

Effective moderators come in all sorts of packages. They are not all the same, nor do they all moderate in the same ways. There are a number of attributes, however, that are common to the best ones. Effective moderators have:

_ a genuine interest in people, their experiences, and what they think and feel;
_ appreciation for the differences in people;
_ the ability to suspend one's own views, feelings, and beliefs, and search for the truth as viewed by the participants;
_ good listening skills including the ability to recognize what is not being said;
_ an inquisitive mind, wanting to understand, to know why;
_ good observation skills (body language, facial expressions);
_ the ability to ask questions and express oneself clearly;
_ self-confidence

  _ feeling comfortable in a leadership position
  _ feeling comfortable with a group of strangers; and

_ flexibility and ability to quickly deal with the unexpected.

Presented below are suggestions for successful moderating.

Introductions are usually done in order around the table. Afterward, discussion is random, with whoever wants to speak doing so. During participant introductions, make eye contact and thank each participant when they are done. A little small talk and interaction during these introductions helps establish rapport and informality.

During participant introductions, an aid for the moderator is to draw a participant map on a sheet of paper with names and key information.

Know what you want to learn. Do not just ask questions. It may take several shots at a question and a lot of probing to get what you need. By having the objectives clearly in your mind, it gives you the flexibility to innovate and change approaches as the unexpected problems and opportunities pop up.

Practice asking questions. The words will come out more smoothly if it is not the first time you say them. Be prepared to ask questions in different ways if the first way is not working. It is best not read directly from the moderator's guide (unless it is a formal statement that needs to be presented the same way each time). Make what you are saying feel conversational.

Listen! Do not get caught up in asking questions, planning for your next question, or taking notes. Your job is to actively listen and respond to what you hear.

Keep in the background. The objective of the focus groups is to learn what the participants have to say. You want to maximize participants' air time. If you subtract your introduction time and the time you need to ask questions, each participant is already down to about ten minutes of talk time in a two-hour session.

Spend enough time framing questions so participants understand the context and intent of the question. Be sure framing is objective and neutral.

Assume you do not know the answer to what you are asking. That way, you will be open to hearing the unexpected.

Watch for all forms of communication by speakers and by others (e.g., words, body language, tone, facial expressions). Ask people to translate observed non-verbals ["Mary, I noticed that you smiled/looked at Jane when Joe said …. Was that a smile? What were you thinking?"]

People are different. Some talk a lot, some are quiet. Some are interesting. Some are tedious. Respect all styles. Encourage the quiet ones to participate by asking directed questions and a lot of eye contact. But do not overdo it. It is often easier for quiet ones to compare or contrast with others who have already spoken, rather than asking them to go first. Often the quiet ones are good at reflecting once everything else is said. Sometimes they simply have nothing much to say.

It is very dangerous to cut people off. You can shut them down and possibly, lose the whole group. Wait for them to take a breath, then quickly grab the floor, often asking others to comment on the same subject. "Selma, what's your experience on this issue?"

An even bigger challenge is the self described "expert" or "spokesperson." People often will defer to the expert, resulting in much of the group shutting down. If this occurs, say to the expert, "I'd like to ask a special favor of you. Because of your special knowledge on this subject, I'd like to save your comments for last. I definitely want to hear what you have to say, but let's use your knowledge to help sum things up. Would you do that for me?" They will usually comply, but may require a reminder.

When there is a "spokesperson" in a group, rather than speaking directly to that person, say to the whole group, "It's important in this type of research that each individual speaks only for him/herself. That way we get all the possible views that are out there. So when each of you offers a comment, please make the comment from your own personal experience and opinion and allow others to do the same."

The most common problem is a dead group (i.e., quiet, disinterested, tired). Antidotes are: the moderator's enthusiasm and energy; directing questions to individuals ("Ellen, tell me about your first day with the new students"); and facilitating interaction among the participants ("Juan, what do you think about what Ayesha just said?"). Doing some type of activity also helps raise the energy level.

Some people will tune out, check out, even go to sleep. When this occurs, leave them alone. Rarely, people will be belligerent or come in drunk. If they are disruptive to the group, you should politely ask them to meet with you outside of the focus group room, and while there, firmly dismiss them.

Be an active listener, probing to get deeper, to find out why, to clarify ambiguities. Do not be satisfied with surface answers. You want more than answers; you want understanding. Be active in exploring inconsistencies; not to resolve them, but to understand them. Surface answers include: It is more convenient [find out what convenience means to them]. I like that better [What is better about it?] I'd never do that [Why not?] We tried that and we didn't like it. [Describe what you tried and what you didn't like about it?]

The kinds of responses that should be probed or followed up include:

- those that are very interesting and that you want to understand more deeply;
- those that are ambiguous, and you are not sure whether they mean this or that;
- when an individual contradicts him/herself. They are not wrong for doing that, but it begs for deeper understanding; and
- when logic would have taken you in a different direction ("I thought it was useful. It was well designed. I didn't do service-learning." Probe: "Gee, after hearing you talk about it, I was sure that you would do service-learning. Tell me about the reasons you didn't.")

Let silence work for you. Be patient for a good 15 or 20 seconds to see what emerges. Do not be too anxious to fill in dead spots (unless you have just asked a question and they have no clue what you are asking).

Watch out for leading questions, such as those that imply a preferred response. "Don't you think that...?" "As you know, most experts in the field agree that...." It is okay to play devil's advocate if you want to probe the alternative of what appears to be a bandwagon position. It is also okay to introduce a concept that you think is relevant but that has not been raised by the group. Your purpose is not to sell it, but to determine whether it is not relevant (as would be implied by it not being mentioned) or whether it is relevant but just got missed.

Open vs. closed questions. Closed questions are those that can be satisfied with a short definitive answer (i.e., yes/no, never/sometimes/often). Open questions require a story. Tell me about your experience with.... How did you feel when...? What were the students' reactions when...? Closed questions are unavoidable, but they are not what focus groups are best at. If overused, they turn a focus group into eight one-on-one interviews.

If you are not absolutely clear about a person's point, it is often useful to restate their position in your own words and ask them whether you have it right. If a conclusion seems to be emerging from the discussion, it is okay to sum it up in your own words and ask participants if you have it right. "From everything I've heard, it seems like the real reason you are upset about the change in policy isn't because of ABC, but rather because of XYZ. Do I have it right?" The participants will either confirm your analysis or will straighten you out. Either way, this technique improves the quality and reliability of your analysis when it comes time to write your report.

In-session note-taking: the most important thing is paying attention to what participants are saying and what you need to do next. If you can do that and take notes too, great. If not, do not take notes. Rely on a tape recording.

Avoid having observers in the room. It is not disastrous, but they can be distracting. Strongly avoid observers who have a supervisory or evaluative relationship with the participants. The argument to use in these cases is to tell the requesting observer that their presence will reduce participants' willingness to be fully candid and, as a result, weaken the research and the quality of the information. Since the people requesting to be observers will typically be "consumers" of the findings, they will not want to be the cause of weakening the research. They will usually comply with your request. If observers must be present, they have to keep quiet. It is okay, though, to invite observers to join in and ask questions after the moderator's guide has been completed.

A moderator should appear competent, but not be positioned as an expert in the field. Participants do not feel comfortable or see the value in explaining things to an expert. (What's the point? They already know this better than I do!)

If a participant asks the moderator what his/her opinion is on the topic of discussion, the moderator should defer answering. Inserting your own opinion can have a profound effect on the ensuing discussion. Your job is to find out what the participants think. In order to do that well, you need to be completely objective and to suspend your own opinions. If you reveal your personal opinions, you run the risk of planting the seed in some people's minds that you are not truly objective. In a contentious or politicized environment, that can undermine the credibility of the research conclusions.

Stay on task, be efficient, maintain control. You are in charge. Do not let people ramble. Do not let the subject get off track. Once the information is in, move on.

Stay objective and independent. It can be useful to praise good focus group behavior, but not participants' programs. Otherwise you are judging and giving participants cues for what the moderator deems "good."

Do not consult during focus group. You are the moderator. You are there to learn from participants. If you change your role to consultant, the relationship changes.

How to Analyze Focus Group Results

Once the focus groups have been completed, it is time to figure out what you have learned. As with any kind of research analysis, you begin the analysis process by revisiting the research objectives, the decisions you need to make, and the information you decided you needed. Using this information, you build an outline of your report, specifying the "sections" you will write and the information that will go into each section. You enter the analysis process with a clear idea of the issues you need to address and the type of information you have to work with.

The data you have to work with comes in four possible forms.

1. Audio or video tapes of the focus groups that you can watch or listen to;
2. Transcripts of the focus groups;
3. Notes you or others may have taken during the focus groups; and
4. Recollections and insights from the sessions you may have written down or remember.

Once the outline is prepared, the process of analysis begins with reviewing the tapes, transcripts and/or notes, and organizing the ideas into common areas. For example, write down together all the likes and dislikes mentioned about a program, or write down all the comments about reasons for participation. It is by looking at the lists like these that you gain some insights. If you conducted focus groups with several populations, such as teachers and administrators, make different lists so you can determine if the likes, dislikes and reasons are different. That would be a useful finding. Once these lists are complete, you are ready to start the analysis. For each section of your outline review aggregated data, figure out what it all means, and begin to write the story.

There are two dangers to watch out for while analyzing focus group results.

1. The first is preconceived notions or agendas that may creep into your analysis. Since the data you have to work with are much softer than survey results, your personal views can insidiously sneak into your thinking and your analysis. The antidote for this is to surface, in advance, your personal views, and constantly ask yourself during the analysis if your conclusions are colored by your personal views. A simpler solution is to have the results analyzed by someone with no preconceived notions.

2. The second danger is letting recollections from the focus groups lead your analysis. Many focus groups have individuals who are particularly articulate, and some things learned in focus groups may resonate with you more than others. These are the ones you remember. They may not, however, be as important as you think they are. It is quite common for

conclusions that come from a thorough review of the data to differ substantially from your recollections and instant analyses.

Since focus groups are discussions, you often get terrific quotes that illustrate a point, or competing quotes that demonstrate differences. Quotes bring a report to life and build credibility in the conclusions. You are showing that a point is not simply the analyzer's conclusion; someone actually said this. Sometimes including several quotes that all make the same point is a useful way to reinforce the prevalence of a position.

Remember that this is not quantitative research. While you can draw some conclusions about which views are dominant and which are infrequent, if you do enough focus groups, your primary objective in focus group research is to identify the range of views and gain insights into them. Avoid giving counts of participants with a particular view.

The mistake often made by inexperienced analysts is to treat all information equally and report out everything that was learned. This makes for boring reading and is not a useful tool for helping people make decisions. A function of analysis is to sift through all the data and decide what is important. Focus the analysis on what matters, the information and insights that will help readers learn what is important and support the decisions they need to make.

For reports that will be read outside the study team, it is useful to follow a simple report outline.

- *Cover page;*
- *Table of Contents;*
- *Executive Summary*, a brief summary of each section of the report that someone can quickly read and understand the objectives, methodology, findings, and conclusions;
- *Introduction*, including a discussion of the background, objectives and methodology employed in the research;
- *Findings,* main body of the report;
- *Conclusions or recommendations,* if appropriate; and
- *Appendix,* any important documents, such as the questionnaire, that would be useful in understanding the findings or methodology.

Variations Appropriate for Personal Interviews

Sample selection: Qualitative research is not intended to be statistically representative. Its key benefit is its ability to generate indepth insights. Still, interviewing a broadly representative sample of respondents is important. Capturing insights from only one segment of a population would yield misleading results.

When a population to be interviewed is small, (e.g., all teachers involved in a program), a census of all members of the population should be attempted. When the population is too large for a census to be conducted, then a representative sample should be interviewed. Typically ten interviews are adequate for gaining a good sense of the range of experiences and opinions. Respondents can be selected randomly from the population. Alternatively, individuals known to represent various positions or experiences can be selected.

Planning and logistics: Personal interviews are typically arranged by contacting the respondents then inviting them to participate, and scheduling a time convenient for them. You will need to set up a location where the interviewer and respondent can sit. Interviews can be conducted at a school, at the respondent's home or at another location. The location should be selected based on some balance between the respondents' convenience and the timing, resources, and efficiency needed in conducting the interview. It is best if the interview can be conducted in a quiet, comfortable place where the interview will not be disturbed.

Preparing the interview guide: Much like in a focus group, the interviewer uses an interview guide to direct the flow of the conversation. Qualitative personal interviews are not rigid question-and-answer sessions, but rather, exploratory conversations in which the interviewer endeavors to gain insight into the respondent's experience and views. Similar to a focus group discussion guide, a personal interview guide should have an introduction, a warm-up and general discussion section followed by the body of the interview in which the major information objectives of the interview are addressed. In the introduction, the interviewer should introduce him/herself, explain the purpose of the interview, explain how the findings will be used, and if or how the respondent's confidentiality will be protected.

Conducting the interview: It is important for the interviewer to establish a positive, trusting rapport with the respondent. The interviewer should present a positive, friendly, and interested demeanor. Key to successful interviewing is an inquisitive mind. Probe and follow up frequently to understand the reasons or motivation behind actions, beliefs, and opinions. It is crucial for the interviewer to be non-judgmental and to not express personal opinions during an interview.

Recording the information: The interview guide should have generous space for recording responses. The interviewer should take as much time as is needed to record, in detail, the respondents responses. In some cases, key words may be adequate. Other times, complete verbatim transcriptions that capture the essence of a respondent's views are needed and will help bring the analysis to life.

Analysis: Analysis is conducted in the same way as for focus group research.

OBSERVATION

Observing classroom or field activities can be a useful source of insight and is highly recommended as part of a service-learning program evaluation. It can provide a context or framework for an evaluation. Observation must be thought of as a formal analytic tool. Informally sitting in on a field activity is not adequate. Presented below is guidance for designing a plan for observation as an element of program evaluation.

- Sampling: Sampling, in the research context, typically refers to the selection of the *individuals* you interview. In the case of observation, sampling refers to choosing the *activities* you will observe. You want the activities to be representative of the activities of the program. That would include observing a representative set of activities and a representative set of participants. You should typically not rely on a single observation.

- You should have a general sense of the session you plan to observe. You should know what activities are planned, the approximate schedule, and so forth. This will allow you to plan your observation.

- You must specify what you hope to learn, in the same way you would when planning a survey or focus group. You should prepare a list of specific elements or issues you plan to examine, such as style of instruction or level of student participation. These elements should be recorded on the form used by each observer.

- Observation: The observer must be as unobtrusive as possible and avoid influencing the activity. The objective is to observe the activity in its natural state. In most cases, an observer will sit or stand outside the sphere of activity. If the observer's presence is apparent to the participants, it is wise for the activity leader to introduce the observer, explain the purpose of his/her presence, and then go on as if the observer were not present. In most cases, the observer must not participate in the activity or in any way interfere with the normal flow of the activity. If appropriate, the observer can take notes on the form during the observation. If note taking would be obtrusive, the observer needs to be familiar with the form and record his or her observations on the form as soon after the observation as possible.

- Permission: You must gain permission from program coordinators to observe their program's activities. Further, those leading an activity (e.g., teachers) should be informed ahead of time about the observer's presence, purpose, and plans.

RESOURCES

- **CART:** CART is an Internet resource that may be useful for several purposes. CART is a "Compendium of Assessment and Research Tools for measuring education and youth development outcomes." The heart of CART is a searchable database of test instruments (questionnaires). The search engine is organized into categories and subcategories that list well over 100 factors that have been used as outcomes or design (diagnostic) factors.

  - The list can be used during the planning phase of an evaluation program to stimulate thinking about what outcomes and diagnostics to study in your evaluation.

  - The database can also be used for questionnaire development. You can search on a factor to find questionnaires that have been developed to measure that factor. You can use the questionnaire or ideas from the questionnaire in your own research design. (Be sure to get appropriate permission from the questionnaires' authors, as described on the CART Web site. Go to http://cart.rmcdenver.com.)

APPENDICES

Appendix 1 Assessment Tools

APPENDIX 1: ASSESSMENT TOOLS

Source: Dr. Linda Frizzell

Learn And Serve Student Assessment – Teacher Form

Pre-Post Test Form

(Administered 1 month after start of school year and the last month)

Name of Student:_____

Name of Teacher:_____

Date:_____

For each of the following, please circle the one number from 1 (low) to 5 (high) that best describes your perception of this student. Please write any additional comments concerning the student in the space provided. Student will not be graded from this form – it is only for evaluation of the Learn and Serve program engagement. The student should be assessed based on overall school experiences, not just service learning experiences.

Ability to listen	low	1	2	3	4	5	high
Ability to ask questions	low	1	2	3	4	5	high
Ability to use own strengths	low	1	2	3	4	5	high
Belief in own ability	low	1	2	3	4	5	high
Excitement at success	low	1	2	3	4	5	high
Has quality of work/performance as value	low	1	2	3	4	5	high
Ability to stay on task	low	1	2	3	4	5	high
Shows interest in helping others	low	1	2	3	4	5	high
Ability to effectively communicate needs (+1-)	low	1	2	3	4	5	high
Ability to effectively communicate feelings (+1-)	low	1	2	3	4	5	high
See value in learning	low	1	2	3	4	5	high
Other:_____	low	1	2	3	4	5	high
Other:_____	low	1	2	3	4	5	high

Any additional comments concerning the skills/attitudes of this student?

Impact Assessment of Service Learning – Teacher Survey

1. School Name:_____

2. Name:_____ Grade:_____

3. In your opinion, to what extent do you think the Learn and Serve student helped increase their (class type, e.g. reading/writing) skills in your class this past year?

   - ❑ Did not help increase
   - ❑ Helped increase by about half a letter grade
   - ❑ Helped increase by about one letter grade
   - ❑ Helped increase by over one letter grade

   Please explain why or why not:

4. To what extent do you think the Learn and Serve student helped increase awareness of community and school environments during the learning and serving experience?

   - ❑ Did not help increase
   - ❑ Helped increase by about half a letter grade
   - ❑ Helped increase by about one letter grade
   - ❑ Helped increase by over one letter grade

   Please explain why or why not:

5. During the past year, did any student show the equivalent to a one letter grade increase or more in any class that you would attribute mostly to the work of the Learn and Serve students?

   - ❑ Yes
   - ❑ No

   How Many? _____

Impact Assessment of Service Learning – Teacher Survey
Page Two

6. Do you currently have any students that you feel would not have passed to the next grade were it not for the Learn and Serve Program?

   ❑ Yes
   ❑ No

   How Many? _____

7. What do you think the biggest impact has been for the student body from the Learn and Serve Program?

8. Do you have suggestions on how to change or improve the program?

Learn and Serve Student Survey

Please answer the following questions about the Learn and Serve program for this year.

Circle the word that best shows how you feel about each question.

1. Do you feel the Learn and Serve Program has helped you get better grades? **YES NO**

2. Do you feel the Learn and Serve Program has helped you better understand your schoolwork? **YES NO**

3. Would you recommend participating in the Learn and Serve Program to a friend? **YES NO**

4. Will you continue to participate in the Learn and Serve program next year if you have the opportunity? **YES NO**

5. Please indicate whether or not the Learn and Serve experiences have helped you in the following ways:

   a. Helping you understand classroom work **YES NO**
   b. Organizing your time for studying **YES NO**
   c. Understanding and doing homework **YES NO**
   d. Made you feel like you are making a difference in the community **YES NO**
   e. Helped you understand about others in the community **YES NO**

6. Has the Learn and Serve program changed how you think about school or yourself as a student? **YES NO**

   If yes, please describe:

7. Has the Learn and Serve program changed how you think about your community and yourself as a member of the community?

   If yes, please describe:

Teacher Questionnaire

Purpose: During this school year, _____, received tutoring through the Learn and Serve program. We would like to gauge the effectiveness of this tutoring with respect to academic performance, interest in school, and completion of homework assignments. Your attention and comments are very much appreciated.

Did you know the student named above was receiving tutoring through the (YOUR PROGRAM NAME) Learn and Serve Program?

_____Yes _____No

What kind of improvement did you see?

Did you notice the student's motivation and enthusiasm for school?

What improvement, if any, did you notice in the student's completion of homework assignments?

What improvement, if any, did you notice in the student's attendance rate?

What improvement, if any, did you notice in the student's academic skills?

Have the student's grades improved since they began tutoring?

If yes, by how much?

What was the student's grade in your class?

Please feel free to write additional comments about the effect of tutoring on the student:

APPENDIX 2
Tribal Links

APPENDIX 2: TRIBAL LINKS

X.

Source: www.servicelearning.org

Refer to the web site above and click on the Tribal tab in the top right corner to access the links referenced below. Click on Tribal Links on that page.

ACKCO, Inc., American Indian Professional Services ACKCO's staff is well qualified in providing training and technical assistance in all areas of development. These include, but are not limited to, conducting field studies and assisting providers in analyzing legislation and regulations to promote and ensure program and fiscal compliance.

American Indian Studies Programs Office of Community Development (U. of AZ) The University of Arizona American Indian Studies Programs Office of Community Development A university-based community development and outreach program specifically dedicated to American Indian nations within the state. Lists types of community and economic development services provided to individual tribes.

AmeriCorps Tribal Programs: Program Quality Indicators This report identifies factors that influence overall program quality for AmeriCorps Tribal programs.

ERIC Clearinghouse on Rural Education & Small Schools Research papers, conferences, journals, and funding opportunities specific to American Indian and Alaska Native, Mexican American, Migrant, Outdoor, and Rural education are available.

Native American Resources Lists various tribal home pages, Native American organizations, Indian education agencies and colleges, Native American art and culture, and government resources for tribes.

Service-Learning and American Indian Studies (SFSU) The American Indian Studies Department has instituted Service Learning throughout the department curriculum.

South Dakota Service-Learning The program is based at South Dakota State University in Brookings, South Dakota. The university is one of the foremost in the state, and is dedicated to issues and concerns of Native Americans.

The American Indian Higher Education Consortium Contains a comprehensive list of tribal colleges and online resources for tribal higher education institutions.

The National Indian Youth Leadership Project

Articles, Papers, and Reports

Gadugi: A Model of Service-Learning for Native American Communities (NIYLP)
Many of the concepts that are the foundation of service-learning have parallels in Native American traditions. The National Indian Youth Leadership Project (NIYLP) has identified and implemented several traditional Native American approaches to teaching and learning. One such example that can be usefully developed by the schools is the Cherokee tradition of Gadugi. Among the Tsa-la-gi(Cherokee) people, the call for a Gadugi is a call to bring people together to help one another, much as the early European settlers came together for barn raisings.

Project Venture: An Outdoor Adventure/Service-Leadership Approach to Prevention (NIYLP) This article describes a comprehensive prevention program working with American Indian youth from three Pueblos and one Navajo community in New Mexico. The program was funded in 1990 for five years by the Center for Substance Abuse Prevention (CSAP). Using a "habilitation", service leadership model, the program combines a summer camp and follow-up intergenerational activities designed to increase skills, self-efficacy and community bonding in youth aged 9 to 13. Evaluation of the program combined ethnographic research methods, interviews, analysis of school records, and use of the American Drug and Alcohol Survey (ADAS). Over three years, the ADAS was administered to 850 participants and comparison group members. Results indicated a decrease in risk status and lower abuse of alcohol, tobacco, and other drugs (ATOD) among participants.

APPENDIX 3
Resources

APPENDIX 3: Native American Service-Learning Recommended Resources

Source: www.servicelearning.org
Refer to the web site above and click on the *Tribal* tab in the top right corner to access *Native American Service Learning Bibliography*, click and find the links referenced below.

National Service-Learning Clearinghouse, Cynthia Johnson, October 2003
(The listings below are reprinted from the above web site. When accessing the web page the underlined areas represent access to those documents on-line.

Curriculums/Lesson Plans (not in alpha order)

Ness, Jean E. and Huisken, Jennifer S.; Expanding the Circle: Respecting the Past, Preparing for the Future; The University of Minnesota Institute on Community Integration; $55.00
* To Order: contact the Institute on Community Integration, University of Minnesota at 109 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455; call or email the Publications Office at 612-624-4512, publications@icimail.umn.edu.

Native Nevada Classroom: Project Willow Curriculum (Washoe)
Understanding Native American Culture Through Enviromental Education

Dick, Alan; Village Science; Alaska Native Knowledge Network, 1997

Dick, Alan; Northern Science; Alaska Native Knowledge Network; Rural Systemic Initiative; 1999

Dick, Alan; Alaska Alive (science fair projects); Alaska Rural Systemic Initiative; 1998

Stephens, Sidney; Handbook for a Cultural Responsive Science Curriculum (Alaska Native); Alaska Native Knowledge Network, 2003

Alaskool's online curriculums include the following:

Teaching Unit for Primary Grades K-3 -- "KEET" by Claribel and Henry Davis. Includes legend of Keet, teaching unit, further activities, and bibliography.

The 25% Project - High school history class assignment and student projects from Juneau-Douglas High School's Early Scholars Program (ESP) - a program for college-bound Alaska Native students. Assignment directs students to delve into their own cultural knowledge and histories in creative informational projects.

Alaska Native Claims Settlement Act (ANCSA) Curricula - several ANCSA units from a variety of sources

The Cup'ik People of the Western Tundra - A curriculum developed by John Pingayak. Terrific resource with stories, a glossary with sound files, activities, and lots of information on the Cup'ik people. Also reference: Guidebook for Integrating Cup'ik Culture and Curriculum developed by Christina Reagle for the Kashunamiut School District

Nikaitchuat Ixisabviat Respect for Nature Curriculum lesson plan units written by Kotzebue IRA's Immersion Program in Kotzebue, Alaska. (If the title for this group of lesson plans looks funny, it's because you need to download Alaskool's free Inupiaq font.)

The Northwest Arctic Borough School District (NWABSD) Basic Curriculum for Social and Inupiaq Studies, Volume II (1990-91) Courtesy of the NWABSD
Unalakleet, Materials on Unalakleet, Alaska written for classroom use by Patricia H. Partnow during her tenure as Curriculum Development Specialist, Indian Education Program, Anchorage School District
Teaching with Primary Sources -- Teaching with Documents: Using Primary Sources from the National Archives - Excerpted from National Archives and Records Administration and National Council for the Social Studies, Washington, D.C., 1989. Excellent for use with historical documents online at Alaskool site.

Change of Worlds: Teacher and Student Portal entrances and curriculum units to explore culture, photographs, and artifacts of Puget Sound Natives.

Potts, Cheree; Culturally Responsive Curriculum for Secondary Schools, Northwest Indian Applied Research Institute, Evergreen State College, 2000

Satz, Ronald N., et al. CLASSROOM ACTIVITIES ON WISCONSIN INDIAN TREATIES AND TRIBAL SOVEREIGNTY, by Wisconsin Department of Public Instruction, 1996. ISBN 157377024X. Available for purchase from Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179. Phone: (800) 243-8782. Provides activities for elementary-level, middle-level, and high-level students. Discusses fundamental issues and events, as well as important treaties with commentaries.

Resource People

Tyrone Begay (Navajo)
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Cathy Berger Kaye
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Service-Learning, especially linking service to the academic curriculum

Shelley Billig
Vice President
RMC Research Corporation
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Fax: 303-825-1626
billig@rmcdenver.com
Service-Learning, especially evaluation, assessment, and linking service-learning to the Department of Education Title Programs
National Service-Learning Clearinghouse at www.servicelearning.org
Native American Serivce-Learning: Learning to Serve, Serving to Learn. Calvin T. Dawson and Lauren Grayson, January 2001. Copies are available through the National Service-Learning Clearinghouse at www.servicelearning.org.

John Bird (Blackfeet)
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Tucson, AZ 85704
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Trainer with special expertise in native service and diversity.

Leo Chischilly (Navajo)
Director, Dept. of Navajo Veterans Affairs
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Director of a Tribal AmeriCorps program.

Alan Dick (Alaska Native)
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Former Tribal Service Learning program director and Higher Education program director.

Julie Garreau (Lakota)
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Founder of The Main Tribal youth program; was named a "Point of Light" by former President Bush.

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National Indian Youth Leadership Project
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Indian education specialist; oversaw two Tribal AmeriCorps programs and a service learning program. Expertise in program development and Tribal and national governance.

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Lynn F. LaPointe (Lakota)
National Youth Leadership Council
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lapointe@nylc.org
Develops service learning activities for students and teachers using traditional Native American philosophies and methods of learning.

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Chairperson of Natives, Africans, Asians, Latinos and Allies (NAALA) Professional Group of the Assoc. for Experiential Education.

Susie Margolin
75 Avon St., #2
Somerville, MA 02143
Phone: 617-666-3613
Susie.margolin@verizon.net
Former director of Blackfeet Youth Initiative service learning program.

Jean E. Ness
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
Phone: 612-625-5322 Fax: 612-624-9344
Nessx008@umn.edu
Director of Pathways to Possibilities, a collaborative project to transition Native students to success and co-author of the curriculum Expanding the Circle: Respecting the Past, Preparing for the Future.

Don Novak, Director of Employment and Training
Mille Lacs Band of Ojibwe
43408 Oodena Dr.
Onamia, MN 56359
Phone: 320-532-7544 Fax: 320-532-4743
donn@millelacsojibwe.nsn.us
Expertise in Indian education; oversees Tribal AmeriCorps program and former director of Tribal service learning programs.

Keone Nunes (Hawai'ian)
87-186 Hakimo Rd.
Wai-anae, HI 96792
Phone: 808-668-1295
Native Hawai'ian trainer with expertise in diversity and native service.

Merris Obie (Karuk)
P.O. Box 631
Hoopa, CA 95546
merriso@yahoo.com
530-625-5229
Former Tribal AmeriCorps program director; trainer with special expertise in Tribal service and violence/substance abuse prevention.

Gayle Ramey
Tribal Civilian Community Corps Director
Tanana Chiefs Conference
P.O. Box 579
Nenana, AK 99760
Phone: 907-452-8251 Ext. 3733 Fax: 907-832-5865
ActingTribal youth service program director.

Monty Roessel (Navajo)
Executive Director, Rough Rock Community School
Box PTT - Rough Rock
Chinle, AZ 86503
Phone: 928-728-3550 Fax: 928-728-3502
Roessel_monty@roughrock.bia.edu
Oversees Navajo Tribal AmeriCorps, TCCC and Learn and Serve programs; Indian educator with expertise in infusing culture and values into service.

Darius Smith
Director - Native People's Initiative
Habitat for Humanity
1009 Grant St., Ste. 203
Denver, CO 80203
Phone: 303-832-3693
Native service program director.

Jerry Staples (Ojibwe)
9850 256th Ave.
Zimmerman, MN 55398
Phone: 763-856-2223
jerrystaples@gbronline.com
Indian educator; former Tribal service program director.

Francis Steindorf
P.O. Box 5273
Madison, WI 53705
thunder@jvlnet.com
Native musician and Indian educator; provides workshops.

Kathy Vann (Arapaho)
4H Youth Development - Wind River Reservation
Cooperative Extension Service
University of Wyoming
P.O Box 248
Ft. Washakie, WY 82514
Phone: 307-332-2681 Fax: 307-332-2683
kvann@uwyo.edu
Specializes in youth development and service.

Organizations

Alaska Native Knowledge Network
Center for Cross-Cultural Studies
University of Alaska Fairbanks
P.O. Box 756730
Fairbanks, Alaska 99775-6730
Phone: 907-474-5086
Fax: 907-474-5615
http://www.ankn.uaf.edu

American Association of Community Colleges
Gail Robinson, Coordinator of Service Learning
One Dupont Circle, NW, Suite 410
Washington, DC 20036
Phone: 202-728-0200
Fax: 202-833-2467
grobinson@aacc.nche.edu
http://www.aacc.nche.edu
AACC offers a service learning clearinghouse and a Minority Center, along with publications and events on service learning and leadership.
Rural Clearinghouse for Lifelong Education and Development

American Indian Head Start Quality Improvement Center
American Indian Institute
University of Oklahoma
555 Constitution, Ste. 228
Norman, OK 73072-7820
Phone: 1-800-379-3869
http://www.aihsqic.ou.edu/resourcenter.htm
http://www.aihsqic.ou.edu/catalog.pdf
Lending library with lots of great resources (many on-line) on Tribal program management, parental involvement, cultural curriculums, Native children's books, etc.

American Indian Higher Education Consortium
121 Oronoco Street
Alexandria, Virginia 22314
Phone: 703-838-0400 Fax: 703-838-0388
http://www.aihec.org
AIHEC is a consortium representing 34 Tribal colleges in the United States and one Canadian institution. Links to all the colleges are on this site. Each spring AIHEC sponsors a conference for Tribal colleges, students, and Native educators.

American Indian Science and Engineering Society (AISES)
P.O. Box 9828
Albuquerque, NM 87119-9828
Phone: 505-765-1052
Fax: 505-765-5608
http://www.aises.org
The American Indian Science & Engineering Society (AISES) is a national, nonprofit organization which nurtures building of community by bridging science and technology with traditional Native values. AISES has an annual conference, sponsors summer programs, provides professional development for teachers, and has student-run chapters across the nation. The website is a great source of ideas for higher education and K-12 programs.

The Association for Experiential Education
Natives, Africans, Asians, Latinos and Allies (NAALA) Professional Group 2305 Canyon Blvd., Ste. 100
Boulder, CO 80302-5651
Phone: (303) 440-8844 Fax: (303) 440-9581
http://www.aee.org
With approximately 2,000 members in over 35 countries, AEE's diverse membership consists of individuals and organizations with affiliations in education, recreation, outdoor adventure programming, mental health, youth service, physical education, management development training, corrections, programming for people with disabilities, and environmental education.

NAALA is a multicultural professional group that invites all people of the world to participate. The primary purpose of this PG is to elevate the consciousness of AEE's membership toward oppression, exploitation, and human suffering, and to advocate for social and economic justice within the experiential/outdoor education movement by developing and implementing new strategies for sharing "power." An annual gathering is held on the Rosebud Indian Reservation in South Dakota.

Center for Educational Technology in Indian America
http://www.ldoe.org/cetia/resource.htm
The Center for Educational Technology in Indian America builds on the foundation of the Four Directions project. The Center represents a consortium of schools, agencies, universities, professional associations, museums and private sector organizations committed to improving learning opportunities for American Indian students through the use of technology.

Center for Service Learning Opportunities in Education
Lou A. Myers, Executive Director
HC 33, Box 121
Montezuma, NM 87731
Navajo Nation Sites
Window Rock Service-Learning Center
[928] 729-4336
Tuba City Service-Learning Center
[928] 283-3021
info@csloe.org
http://www.csloe.org
The Center provides support for regional coordinators in NM and AZ to develop service-learning centers. The Coordinators on the Navajo Nation are currently VISTAs.

Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314-1592
Phone: 800-CLOSE UP (256-7387)
TTY: 800-336-2167
http://www.closeup.org/
Offers special publication on American Indian Tribal Sovereignty issues and well as excellent education activities in the area of Civics education.

InterTribal Bison Cooperative
1560 Concourse Drive
Rapid City, SD 57703
Phone: 605-394-9730 Fax: 605-394-7742
http://www.interTribalbison.org/main.asp?id=7&cat=7
Excellent teaching tools about buffalo for sale.

Journal of American Indian Education - Center for Indian Education
Arizona State University
Box 871311
Tempe, AZ 85287-1311
http://jaie.asu.edu/
The Journal of American Indian Education is a peer reviewed scholarly journal, which publishes papers specifically related to the education of American Indians and Alaska Natives.

Kansas State University
101 College Court Building
Manhattan, KS 66506-6001
phone (913) 532-5560
rcled@ksu.ksu.edu
http://www.ksu.edu/~rcled/

National Congress of American Indians (NCAI)
1301 Connecticut Ave NW, Suite 200
Washington D.C. 20036
Phone: 202-466-7767 Fax: 202-466-7797
http://www.ncai.org
The National Congress of American Indians was founded in 1944 and is the oldest and largest Tribal government organization in the United States. NCAI serves as a forum for consensus-based policy development among its membership of over 250 Tribal governments from every region of the country. NCAI's mission is to inform the public and the federal government on Tribal self-government, treaty rights, and a broad range of federal policy issues affecting Tribal governments. The website is an excellent resource for current issues in Native America.

National Indian Education Association (NIEA)
John Cheek, Executive Director
700 North Fairfax Street, Suite 210
Alexandria, VA 22314
Phone: 703-838-2870, Fax 703-838-1620
niea@niea.org
http://www.niea.org
The mission of the National Indian Education Association is to support traditional Native cultures and values, to enable Native learners to become contributing members of their communities, to promote Native control of educational institutions, and to improve educational opportunities and resources for American Indians, Alaska Natives and Native Hawaiians throughout the United States. The Association hosts the largest Native education conference in the country each fall. The website is an excellent resource for the latest information on legislation that impacts Native education.

Native American Education Services (NAES) College
Faith Smith, President
2838 W. Peterson Ave.
Chicago, IL 60659
Phone: 773-761-5000 Fax: 773-761-3808
http://www.naes.edu
The College NAES College was established in Chicago in l974 to strengthen the leadership of Native communities and to ensure that Tribal knowledge, traditions and values play a major role in the higher education of Native students. NAES College is the only independent, Native owned and controlled college in the country. The college offers a single degree, a Bachelor's of Arts in Public Policy, with an emphasis on Tribal knowledge, community service, community development and leadership. Currently, in addition to the Chicago campus where the central administration is located, there are campuses in the Twin Cities in Minnesota, the Menominee Reservation in Wisconsin and the Fort Peck Reservation in Montana.

Native American Fish & Wildlife Society
750 Burbank St.,
Broomfield, Colorado 80020
Phone: 303-466-1725 Fax: 303-466-5414
http://www.nafws.org/
Hosts regional Youth Practicum conferences as well as national conferences for Tribes on environmental issues. A national Tribal organization established o develop a national communications network for the exchange of information and management techniques related to self-determined Tribal fish and wildlife management.

NATIVE AMERICAN SPORTS COUNCIL
1235 Lake Plaza Drive, Suite 221
Colorado Springs, CO 80906
information@nascsports.org
http://nascsports.org/
The Native American Sports Council (NASC), a non-profit community based multi-sport organization, a member of the U.S. Olympic Committee, and a group member of USA Boxing. The NASC promotes athletic excellence and wellness within Native American communities through sports programs which, combine traditional Native American values with those of the modern Olympics. They also sponsor an annual wellness conference for Native youth.

Native Child Inc.
P.O. Box 1797 Santa Fe, NM 87504
Phone: 505-820-2204 Fax: 928-223-0005
info@nativechild.com
http://www.nativechild.com/
Develops Curriculum Material for Preschools With a Focus on Native American Tribes Resources for the Classroom PreK-3.

Oyate
2702 Mathews St.
Berkeley, CA 94702
Phone: 510- 848-6700 Fax: 510-848-4815
oyate@oyate.org
http://www.oyate.org
Evaluation of texts, resource materials and fiction by and about Native peoples; conducting of teacher workshops, in which participants learn to evaluate children's material for anti-Indian biases; administration of a small resource center and library; and distribution of children's, young adult, and teacher books and materials, with an emphasis on writing and illustration by Native people.

United National Indian Tribal Youth, Inc.
PO Box 800
Oklahoma City, OK 73101
Phone: 405-236-2800 Fax : 405-971-1071
http://www.unityinc.org
UNITY is a national organization with 260 youth councils operating in 34 states and Canada. These youth councils represent 16,500 Native American youth.
Today, Native American youth across the country are taking charge of their lives by serving others. They are helping their reservations, villages and communities by establishing tutoring programs, "Boys and Girls" Clubs, dance troupes, clean up days, healthy lifestyles campaigns, to name a few. Native American youth are making a difference in the areas of community service, heritage, healthy lifestyles and environment.

White Bison, Inc.
6145 Lehman Drive. Suite 200
Colorado Springs, CO 80918
Phone: 719-548-1000
Fax: 719-548-9407
http://www.whitebison.org/youth/index.html
Included in the Wellbriety for Youth activities/resources are Youth Talking Circles and caring adult Wellbriety mentor/friends to whom young people can turn. Wellbriety for Youth utilizes learning-play exercises that take place within youth culture and make sense to young people. The program encourages excellence at school and dreams of meaningful and healthy careers.

WordCraft Circle of Native Writers and Storytellers
http://www.wordcraftcircle.org/wccore0201.htm
The Mentoring Core project links Uncles and Aunties (established, published, writers and storytellers) who work with Nieces and Nephews (beginning and emerging writers and storytellers) to refine their storytelling and writing skills.

Service Learning Resources and Related Data
* This section is listed in the order found on the web page. Access to this information is found by clicking on the underlined area on the internet.

Source: www.servicelearning.org
Refer to the web site above and click on the *Tribal* tab in the top right corner to access *Native American Service Learning Bibliography*, click and find the links referenced below.

United National Indian Tribal Youth, Inc.'s (UNITY) Newsletter describes Youth Council activities (including many service learning projects) and news.

Ottenritter , Nan and Gilson, Joan; The Service Learning Journal: Writing to Learn (pdf file) Published by the American Association of Community Colleges

Cubbins, Elaine; "Techniques for Evaluating American Indian Web Sites", May 2000

Alaska Native Guidelines for Nurturing Culturally Healthy Youth

Alaska Native Guidelines for Respecting Cultural Knowledge

Alaska Native Guidelines for Strengthening Indigenous Languages

Reznet
An online newspaper that pays American Indian students to write for their school newspaper -- even if their colleges don't have one. Reznet is a project of The University of Montana School of Journalism and the Robert C. Maynard Institute for Journalism Education, a non-profit corporation. While the intent of reznet is to produce more Native Americans entering professional journalism, project organizers also hope the newspaper will become an important, popular and crowded place for Native students to gather on the Internet.

MAAWANJI'IDING
Gathering Together Ojibwe Histories and Narratives from Wisconsin
Volume one: Brain-Box Digital Archives published by hup!multimedia 1999
Maawanji'iding is a rich resource containing hours of oral histories and hundreds of primary documents relevant to history, culture and contemporary issues in the Great Lakes.

Native American Cultural Center
PO Box 14408
San Francisco, CA 94114
Phone: 415.867-8101
Abalone, their virtual site, offers a variety of online art galleries, education and curriculum materials, stories, maps, events, and information about their annual Native Spring Festival.

Training Guide for the Head Start Learning Community: Community Partnerships
Written for Head Starts but easily adaptable for other programs.

Barnhardt, Ray and Kawagley, Angayuqaq Oscar; "Education Indigenous to Place: Western Science Meets Native Reality"; Alaska Native Knowledge Network

Green, Ann E.; "But You Aren't White:" Racial Perceptions and Service-Learning", The Michigan Journal of Community Service Learning, Vol. 8 No. 1 (Fall 2001)
This article argues that teaching the implications of white privilege is crucial in service-learning courses, particularly when most of the students are white and most of those being served are of color. It also considers the ethical implications of race in service-learning.

Coles, Roberta L.; "Race-Focused Service-Learning Courses: Issues and Recommendations", Michigan Journal of Community Service Learning, Vol. 6 1999
This article discusses the interaction between race and service-learning in the college classroom. The author found that students of color were more likely to choose the service-learning option in her courses when the incentive was higher and there was more latitude in site choice. The article then looks at factors that adversely affect the service-learning experience in courses that are specifically race-focused and suggests counterbalancing strategies.

Dunlap, Michelle R.; "Voices of Students in Multicultural Service-Learning Settings", Michigan Journal of Community Service Learning, Vol. 5 1998
This article presents the voices of young college students who were engaged in community-based service-learning in multicultural settings. The journals of these 30 child development students were content-analyzed for recurring themes. Three of the themes that emerged in the journals involved students 1) articulating their own approaches or philosophies regarding racial issues, 2) expressing their concerns regarding specific multicultural or race-related incidents, and 3) discussing the resources they relied upon to put their multicultural experiences into a larger perspective. The emerging themes are presented and offered in the students' own words. Suggestions for supporting students' multicultural service-learning experiences are discussed.

Canku Ota - Many Paths
Online newsletter and site featuring young Native students writing. Music, games and other links as well.

Chesler, Mark and Vasques Scalera, Carolyn; "Race and Gender Issues Related to Service-Learning Research", Michigan Journal of Community Service Learning, Special Issue - Research 2000.
Recent research is reviewed related to the roles of race and gender issues in community service learning. Issues of student participation, student learning and peer interaction, community relationships and impact, and transfer to other venues in the

educational institution are explored. A series of foci for further research related to race and gender issues in community service learning are suggested.

Native American Educational Philosophy
Native American educational philosophy encompasses the education of the whole child with many types of learning styles and teaching styles. Dr. Cornel Pewewardy at the University of Kansas has developed this site that depict a holistic educational philosophy geared towards teaching the whole child and not just separate pieces of the child.

Mason, Rachel; "THE ALUTIIQ ETHNOGRAPHIC BIBLIOGRAPHY", Alaska Native Knowledge Network, March 1995

Swisher, Karen; "AMERICAN INDIAN LEARNING STYLES SURVEY: AN ASSESSMENT OF TEACHERS KNOWLEDGE", The Journal of Educational Issues of Language Minority Students, v. 13 pp. 59-77, Spring 1994.

American Indians of the Pacific Northwest Digital Collection
This digital collection features more than 2,300 photographs and 7,700 pages of text about the Northwest Coast and Plateau Indian cultures. These resources illustrate many aspects of life and work, including housing, clothing, crafts, transportation, education, and employment. Included also are essays written by anthropologists, historians and teachers about both particular Tribes and cross-cultural topics. The essays include bibliographies and links to related text and images as well as study questions that K-12 teachers may use as they develop curricula in their schools.

Bibliography of American Indian and Alaska Native Education Resources
From the ERIC/CRESS publication Next Steps: Research and Practice to Advance Indian Education, edited by Karen Gayton Swisher and John W. Tippeconnic III.
"Criteria for Evaluating Native American Educational Materials", Elyse Towey, University of Kansas.
The appropriateness and quality of materials used in the classroom depends on the knowledge, understanding and sensitivity of the classroom teacher. This article discusses stereotypes, language and terminology, historical accuracy and cultural authenticity, illustrations, and the analysis of children's books for racism and sexism. An excellent guide for Native programs working with children and youth.

Hope and Harmony: How Seven Native American Tribes Reduced Crime and Violence; National Crime Prevention Council, January 2001; ISBN 1-929888-03-1

Native American Book Resources

Native American Teacher's Resources, Schools, Student Groups and other Educational Resources on the Internet

IndianEduResearch.Net
Tools for Educational Research and Development
The ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) has created this site as a special project to assist individuals and organizations engaged in research and development to better understand and improve education for American Indian and Alaska Native children and adults.

Indianz.com
Daily compiles and categorizes the latest headline news affecting Native peoples throughout the US and Canada and presents them in an easy to use fashion. Also gathers useful web resources on topics such as Arts & Entertainment, Education, Health & Wellness, and Indian Law, to name a few.

Native American Public Telecommunications
1800 No 33 St Lincoln, NE 68583
PO Box 83111 Lincoln, NE 68501
(402) 472-3522

native@unl.edu
The mission of (NAPT) is to inform, educate and encourage the awareness of Tribal histories, cultures, languages, opportunities and aspirations through the fullest participation of American Indians and Alaska Natives in creating and employing all forms of educational and public telecommunications programs and services, thereby supporting Tribal sovereignty. Multi-media educational resources.

Visionmaker Video
1800 No 33rd St Lincoln, NE 68583
PO Box 8311 Lincoln, NE 68501
visionmaker@unl.edu
Native videos and educational materials.

American Indian Radio On Satellite
1800 No 33 St Lincoln, NE 68583
PO Box 83111 Lincoln, NE 68501
airos@unl.edu
Access Tribal radio stations and programs.

Chiefs
Chiefs is a video about the Wind River (Arapaho) high school basketball team and the larger role of sports in contemporary Native society. An excellent study guide accompanies the video and can be used to integrate service learning projects. ITVS does forums at Tribal schools where they show the film and then work with students to process it and do service.

NativeWeb
Lots of great links; news articles and forum for indigenous peoples internationally.

Native American Games
Offers online and offline traditional learning games; how to make and play them.

Alaskool
Online materials about Alaska Native history, culture, education, and languages.

Native American Ethnobotany Database
A Database of Foods, Drugs, Dyes and Fibers of Native American Peoples, Derived from Plants.

National Museum of the American Indian
Cultural Resources Center
Smithsonian Institution
4220 Silver Hill Road
Suitland, MD 20746
Phone: 301-238-6624 Fax: 301-238-3200
nin@ic.si.edu
Online exhibitions can be viewed at: http://www.conexus.si.edu/

"Facilitating a Natural Way: The Native American Approach to Education"

Native American Authors
Provides information on Native North American authors with bibliographies of their published works, biographical information, and links to online resources including interviews, online texts and Tribal web sites.

NativeTech: Native American Technology and Art
This site is dedicated to disconnecting the term primitive from native technology and art. A discussion of the technology and art begins with the Native American technicians and artists, the types of traditional tools and materials used, and the kinds of ideas expressed through Native American art.

Reclaiming Youth At Risk: Our Hope for the Future; National Educational Service, Bloomington, 1996
National Service Resource Center Item No: V0673
Includes three videos entitled Overview, Belonging and Mastery, and Independence and Generosity. Using the Native American "Circle of Courage," provides principles to help adults and caregivers meet the basic needs of youth. Includes a facilitator's guide.

Breaking New Ground for American Indian and Alaska Native Youth At Risk: Program Summaries; Office of Substance Abuse Prevention, U.S. Department of Health and Human Services, Rockville, MD, 1990
National Service Resource Center Item No: M0257
Provides in-depth information about successful drug and alcohol prevention activities

and programs, including current effective strategies and techniques. Particularly targets particularly youth, pregnant and postpartum women, and their infants.

4Directions Native Technology Program
The 4Directions community of learners consists of 19 Bureau of Indian Affairs schools partnered with 11 private and public universities and organizations. Click on each school site to find a wealth of culture-specific lessons plans covering all educational disciplines and age ranges that are easily adaptable for service learning projects.
The 4Directions Educational Resource Library holds and categorizes curriculum materials that have been contributed by educators and students. This network database includes teaching, assessment, professional development, and student created resources. These resources integrate technology and culture through multimedia presentations, culturally relevant lesson plans, virtual reality projects and other activities.

"Circle of Stories" Features American Indian Storytellers
Circle of Stories uses documentary film, photography, artwork and music to honor and explore Native American storytelling. The site allows visitors to: Listen and learn from four Native storytellers; explore a gallery of stories and learn about the history of Native storytelling; find out how Native American Tribes are confronting language and land issues today; and find lessons and activities for the classroom.

Kualono
Hawaiian language site.

Hawaiian Language Resource Sites
Lessons, links, more.

Courses, Workshops, Conferences, and Events
* This section is listed in the order found on the web page. Access to this information is found by clicking on the underlined area on the internet.

Source: www.servicelearning.org
Refer to the web site above and click on the *Tribal* tab in the top right corner to access *Native American Service Learning Bibliography*, click and find the links referenced below.

Nelson, Robert M., Editor; "A Guide to Native American Studies Programs in the United States and Canada"; Rev. May 2003

Native American Education Services (NAES) College
2838 W. Peterson Ave.
Chicago, IL 60659
Phone: 773-761-5000
Fax: 773-761-3808
http://www.naes.edu
CE 398 Introduction to Public Policy and Community Service
This course examines the influence of social, cultural, political, economic and religious

factors on public policy making and community service. Using case studies from Native communities, the course focuses on the impact of local (Tribal), regional, national and global structures and institutions on social change and community life. The course is also designed to provide the students with a better understanding of the concepts and skills required in community-centered analysis and action research, community building and leadership development. In the course major emphasis is placed on the development of critical thinking, analytic writing, communication and problem solving skills. In addition, the students receive instruction in how to pose questions about public policy making and community services from the perspective of Native communities.
C E 498 Community Leadership and Public Policy

This course examines the dynamics of community leadership within a public policy and community service framework. Three topics are studied in depth: the scope and limits of Tribal authority; leadership issues unique to Native communities, and Native leadership in public policy and community service initiatives. The course also provides an intensive review and analysis of the knowledge and skills needed in the rebuilding of institutions as a part of community renewal. Emphasis is placed on the political framework or context of Native leadership, the challenges confronting Native leaders and leadership styles and techniques that link the Tribal tradition to the reform of basic institutions.

The Association for Experiential Education
Natives, Africans, Asians, Latinos and Allies (NAALA) Professional Group
2305 Canyon Blvd., Ste. 100
Boulder, CO 80302-5651
Phone: (303) 440-8844 Fax: (303) 440-9581
http://www.aee.org
NAALA Gathering is held each summer on the Rosebud Indian Reservation (and Black Hills) in South Dakota. Registration forms and Call for Proposals can be found at http://www.aee.org.

Annual National Indian Education Association Convention. For more information, visit http://www.niea.org.
Northwest Indian Youth Conference
American Indian Youth Leadership Institute
2906-2nd Ave. N., #316
Billings, MT 59010
Phone: 406-259-9616
Fax: 406-259-5129
http://www.nwiyc2002.homestead.com
Tribal gathering of 2,000 youth for educational and cultural exchanges, competitions, and social events is held annually to encourage excellence and healthy lifestyles in Native youth

Model Programs

* This section is listed in the order found on the web page. Access to this information is found by clicking on the underlined area on the internet.

Source: www.servicelearning.org
Refer to the web site above and click on the *Tribal* tab in the top right corner to access *Native American Service Learning Bibliography*, click and find the links referenced below.

Project Venture National Indian Youth Leadership Project
(Excerpts from: Hall, M., Levis-Pilz, G., Pilz, A., and DeJong,J. Project Venture: An Outdoor Adventure/Service leadership Approach to Prevention)
Project Venture is a comprehensive prevention program working with American Indian youth from three Pueblo and one Navajo community in New Mexico. Using a habilitation service leadership model, the program combines a summer camp and follow-up intergenerational activities designed to increase skills, self-efficiency and community bonding in youth aged 9 to 13.

Turtle Island Project - National Indian Youth Leadership Project
A multi state effort to incorporate service-learning into the curriculum of schools that serve Native American youth, colleges that are training Native teachers as well as developing the policy to support service as a culturally appropriate teaching methodology.

21st Century Learning Center - National Indian Youth Leadership Project
An after school program for mid school youth emphasizing academic enrichment via experiential service and culturally-based programs.

Cradleboard Teaching's Partnering Program
Cradleboard Teaching Project's signature Partnering Program includes a partnership between an indigenous class and a non-indigenous class of the same age. Together, the children learn about themselves and their partner class, while also studying Nihewan core curriculum in Science, History, Music, Geography and Social Studies, as seen through an indigenous perspective.

Nah Tah Wahsh Public School Academy
Hannahville Indian School
Richard Sgarlotti, Projects Coordinator
N14911 Hannahville B-1 Rd.
Wilson, MI 49896-9728
Phone: 906-466-2952
Fax: 906-466-2556
richs@up.net
This is currently the only Native Service Learning Leader School and is featured in the new video, A Circle of Giving.

Nazlini Boarding School: Reaching out to other cultures (Navajo Nation)
Rural Adult Education FORUM ; December 1992/January 1993, Vol. 5, No. 2

Yakama Nation Tribal School: Rediscovering Yakama culture
From the Rural Adult Education FORUM; December 1992/January 1993, Vol.5 No.2

EMMA HARRIS, Lame Deer, MT (Northern Cheyenne)
Daily Point of Light No. 1630 -- May 3, 2000

UMO "HO" CARE ABOUT RESERVATION ENVIRONMENT Walthill, NE (Omaha Nation)
Daily Point of Light No. 2055 -- December 19, 2001

First Fish:Wild Salmon Project - One Reel
PO Box 9750
Seattle, WA 98109
Phone: 206-281-7788
Fax: 206-281-7799
info@onereel.org
A broad and wide-ranging effort, First Fish: One Reel's Wild Salmon Project includes hands-on public visual art projects, a curriculum for middle school students, a published anthology of salmon tales and traditions of the North Pacific Rim, international conferences of ecologists and educators, community theater projects in salmon spawning grounds, a video and publication project for King County, and a multilingual Web site connecting children in salmon cultures around the Pacific Rim.

Appendix 4
Program Risk Management

APPENDIX 4: PROGRAM RISK MANAGEMENT

Points of Light Foundation, October 2002 (Updated)

SOURCE: www.servicelearning.org
Refer to the web site above and search for "Risk Management". The underlined text in this section represents documents available on-line.

Introduction

The terms risk management and liability strike terror into the heart of service-learning program managers. However, this does not need to be the case. Quality programs can effectively address these issues and take the necessary precautions to limit their risks and liability and improve their service-learning program. The key to staying on top of liability issues and limiting risk is comprehensive planning and quality training for all staff and volunteers.

The Limits of Insurance

Insurance is one way to off-set financial losses when accidents and other losses happen, but it is no substitute for a risk management plan. An effective risk management plan works to limit the potential for losses by providing adequate training, site supervision, screening of volunteers and sites, and a close look at relevant safety precautions. In essence the goal is to never have to rely on an insurance policy. While insurance will help with the financial repercussions of losses, it cannot restore the time spent finding a solution, poor publicity and morale that may be generated from an accident.

Developing a Risk Management Plan

It is important to develop a plan to protect your agency or school and the young people who participate in your service-learning program. Before developing the specifics of a plan, organizations should develop a risk management policy that addresses: the risk management goal of the organization, what measures will be taken (training, insurance, etc.), and how the policy will be implemented. Once the policy is in place a person or group of people should develop a specific plan by:

1. Identifying the risks
2. Measuring the risks (cost of replacement, legal fees, etc.)
3. Select and implement methods (training, supervision, policy, waivers)
4. Manage claims and losses (keep records)
5. Monitor program and make changes as necessary (on-going analysis of plan)

Participant Preparation and Risk Management

One way to limit risk in any activity is to properly educate, train, and prepare participants. It is especially important to spend time educating and training participants in safety procedures, potential dangers, and the risk management policies of your organization, as well as policies at any service sites. Time spent here can help avoid future problems by bringing potential problems to the attention of participants. If your participants are under 18 it is a good idea to include their parents. This can take the form of orientation for parents, sending parents information, or having parents sign waivers and consent forms. Another important tip is to give participants a way to opt out or choose a different project if they are not comfortable with potential dangers. Remember the best kind of accident is the one that never happens.

Waivers, Consent forms and Permission Slips

In addition to proper education, waivers and informed consent forms can help decrease the likelihood of lawsuits and improve the legal defense of your organization if a lawsuit is filed. However, it is also important to realize that minors cannot sign contracts and parents cannot legally waive the rights of their children. Instead waivers and informed consent forms can help document how organizations communicated potential risks and that participants understood those risks. Such documents only protect organizations against specific risks identified in the document and if the participant had a reasonable choice to decline signing. For example, if a student was performing a service project that must be completed in order to graduate, any waiver or informed consent form would be useless, because there were serious repercussions (i.e. not graduating) if the student failed to sign. If on the other hand there were several other service projects to choose from and the student understood they could simply choose a different project, then the form would hold more weight. Additionally, when people sign well crafted forms they are less likely to file suit. Permission slips also help to inform parents about what their child is doing. They are a good idea if for no other reason than to let parents know what's going on. However permission slips also protect your organization from claims that it interfered with parental custody and authority over a minor. Permission slips do NOT transfer liability or take away the right of parents to file suit.

Site Visits and Supervision

When sending students to a service site it is extremely important to visit the site beforehand to assess any risks. Training and orientation before service may need to include additional information about risks inherent to the site or to the activity to take place at the site. You cannot determine the risks if you have not seen the site or do not understand what students will be doing. Also consider providing a site supervisor, especially if the site does not provide supervision, to make sure the policies of your organization are being enforced on site. Remember, you must take responsibility to ensure adequate supervision on site. Ignorance is not an excuse. In other words, avoid taking a "hands-off" approach to limit knowledge hoping it will limit liability. The limited knowledge of your organization does not limit its liability in any way.

The Law

Lawsuits against nonprofit organizations are not commonplace, however lawsuits against volunteers became widely publicized in the media in the 1980s prompting the development of the Volunteer Protection Act. The Volunteer Protection Act, contrary to popular belief, does not protect organizations. The act protects individuals engaged in service on behalf of an organization. These volunteers are protected insofar as they are acting within the responsibilities of their volunteer duties and harm was not caused by misconduct or negligence, and did not occur while operating a motor vehicle or vessel. As you can see, the act does not mean volunteers are protected from all lawsuits. Additionally, each state has its own liability laws for individuals engaged in service, as well as the organizations through which they serve. As a result it is imperative that you consult a lawyer about your risk management plan and even ask if they can help you as you are developing the plan.

Transportation Risks

Transportation is one of the most frequently listed "barriers" to engaging youth in service. Partly that is because transportation involves bearing responsibility for an extra set of risks. Unfortunately if your organization has staff or volunteers driving any vehicle as a part of service activities it can be held liable for the driver, vehicles, and passengers. It does not matter who owns the vehicle. In order to offset these risks; organizations should screen all drivers, follow safety precautions, develop and implement training for all drivers, ensure all vehicles are safe, and provide policies for passenger behavior. Most state department of motor vehicles provide driving records for a nominal fee, but remember to develop policies and standards for drivers to qualify before doing any screening to ensure proper quality.

Risks of Working with “At-Risk” Youth

The participants in your service-learning program or the recipients of services might be considered to be "at-risk" youth. Start by considering how all youth can be a resource in their communities and will reach that potential if given the opportunity and support. This issue is really about partnership. Remember to include your partners in developing a risk management plan. Work with partners to address concerns they have about the students in your programs coming to their site or concerns and precautions about their clients whom your program intends to help. Remember there is a risk in any environment and with any group of people. The best judges of the true scope of risks are usually those who live and work in those environments. By working together with your partners you can help develop the most comprehensive and on target risk management plan.

In the National Service Learning Clearinghouse (www.servicelearning.org) Library

NSLC Item# 100/G/GOL/1990
Goldstein, M. (1990). *Legal issues in combining service and learning*. In Kendall and Assoc., Combining Service and Learning: A Resource Book for Community and Public Service: Volume 2 (39-60).
Abstract: This volume merges all forms of external service and learning under the heading service-learning, whether it is internships, practica, work learning, cooperative education, community education, or volunteering. It considers whether the work is paid or unpaid, at a student level from elementary to graduate school and answers what the legal issues and responsibilities are under each of these cases, including compensation and discrimination. Also outlines the legal responsibilities of the educational institution, the work site, and the student and includes a legal issues checklist for each of the three.

NSLC Item#: 340/B/MCM/1996
McMenamin, R.W. (1996). *Volunteers and the Law: A Guidebook*. Tomac.
Abstract: A practical resource for anyone involved in volunteer activities and for organizations that rely on volunteers. It describes common pitfalls and how to avoid them, as well as the basic steps required to recruit, select and supervise volunteers. It addresses potential problem areas, such as counseling and confidentiality, child abuse, bad publicity, scandals, dismissing volunteers, and insurance. Sample case studies show how the law has developed concerning volunteer activities. An index and glossary are included.

NSLC Item#: 100/G/SEI/1994
Seidman, A. and Tremper, C. (1994). *Legal Issues for Service Learning Programs*. Washington, DC: Nonprofit Risk Management Center, Corporation for National and Community Service
Abstract: Reviews legal issues that service-learning administrators should understand including: liability, types of negligence, legally required or prohibited practices, risk management procedures, and insurance coverage. Alerts administrators to potential problems and guides users in developing solutions that are tailored to their program and situation. A checklist of items to review with a risk manager or legal counsel is provided.

NSLC Item#: 110/G/SIS/1997
Sisson, M. (1997). *Practical Steps to Guide District Planning and Implementation of Service Learning Programs! Tip Sheets*. Vancouver, WA: Project Service Leadership, Corporation for National Service.
Abstract: Includes a risk management tip sheet focused on the K-12 level.

NSLC Item#: 110/G/WRI/1997

Wright, J. (1997). *Administrator's Guide to Service Learning*. Clemson, SC: National Dropout Prevention Center.

Abstract: The book is part of the series Linking Learning With Life and concretely explains how service-learning is an educational methodology. Wright explains how administrators may deal with scheduling, transportation, funding, and liability issues; professional development, curricular integrity, student assessment, and program evaluation educational issues; and building an infrastructure, public relations, and community support and involvement as support issues.

Appendix 5
Other

APPENDIX 5: OTHER

Research Standards and Protection of Human Subjects

Source: RMC Research Corporation, October 2002

Introduction

Anyone conducting service-learning research or evaluation should be aware of the research standards and guidance for protection of human subjects. The following provides a brief summary and where to go for additional information.

Standards for Quality Evaluation

The Joint Committee on Standards for Education Evaluation (1994) developed standards for evaluation that we believe must be met for the evaluation to have integrity and usefulness. Briefly, these standards include the following:

Utility Standards
Ensures that the evaluation will meet the needs of the clients. These include identifying stakeholders; being responsive to needs and interests; performing work with integrity and trustworthiness; carefully describing the perspectives, procedures and rationale for data collection and interpretation; clearly describing programs and their contexts and purposes; disseminating information in a timely fashion; and encouraging follow through so that the information is used to improve programs.

Feasibility Standards
Ensures that the evaluation will be realistic, prudent, diplomatic and efficient. Feasibility standards include practicality, political viability and cost effectiveness.

Propriety Standards
Ensures that the evaluation is conducted legally, ethically and respectfully, with due regard to those involved in the evaluation and those affected by it. These include a service orientation that explicitly recognizes the obligation to be open with all participants; formal agreements about what is to be done, how, by whom and when; protecting the rights of human subjects; keeping human interactions positive and non-threatening; being fair in all data collection and interpretation; disclosing findings to all interested parties; dealing with any conflicts of interest in a forthright manner, being ethically responsible; and maintaining fiscal responsibility and integrity so that expenditures are accounted for and appropriate.

Accuracy Standards
Ensures that the evaluation will reveal and convey technically adequate information. These include program documentation, context analysis, detailed explanations of purposes and procedures, defensible information sources, valid and reliable information, systematic review of data, justified conclusions, impartial reporting, and reflection on the evaluation process itself to uncover any errors, flaws, alternative interpretations and explanations, and the need for more information. For more information on the Joint Committee on Standards for Education Evaluation, visit their website at: www.wmich.edu/%7Eevalctr/jc/.

Protection of Human Subjects in Research Researchers should be aware that there are ethical guidelines for the protection of human subjects in research. To receive copies of the Department of Education's Regulations Governing the Protection of Human Subjects in Research, please call (202) 205-0667 or visit the U.S. Department of Education's Protection of Human Subjects in Research website at: www.ed.gov/policy/fund/guid/humanssub/oveerview.html.

Sample Forms

CHECKLIST FOR COMMUNITY BASED ORGANIZATION VISIT

❑ **Arrange an In-Person Site Visit**	SLO and Faculty
❑ **Discuss the Service-Learning objectives of this placement**	SLO and Faculty
❑ **Talk about the mission of the Community Partner (CP) and share the University and Service-Learning mission**	SLO
❑ **Discuss the nature of the Service-Learning placement** ☐ How many students will be placed? ☐ How will their schedule be determined? ☐ How will their work fit in with their academic objectives? What will students learn that they can apply to their academic discipline? ☐ What role should the SL office play in student orientation before being placed? What orientation does the CBO provide? ☐ Who will supervise students? How can this person be contacted? Is there a back-up supervisor? Who should students call if they will be absent or late? ☐ Do students need fingerprinting or background checks? Or any certification? Who will pay for this?	Conversation between SLO, faculty member and CBO. Ideally, the executive director as well as anyone who will supervise students should participate in this meeting.
❑ **Logistics** ☐ What will students need to do to check-in at the site? ☐ How will students track their hours at the site? ☐ What type of clothing should students wear (i.e., closed toed shoes, professional dress, casual dress) ☐ Where should students park? Where is the closest bus or train stops? ☐ What hours of the day can students volunteer? ☐ What training will the CBO provide? Where? When? ☐ What training would the CBO like the students to have prior to being placed? Can the SLO provide this? ☐ Should students meet with site supervisor prior to their first service day? ☐ Where will the students work? Are they provided with computers or other materials they will need? Will students be asked to bring any materials with them? ☐ Will students be asked to buy anything? Will they be reimbursed? ☐ Will the student be driving a company car? Verify insurance coverage and get a copy for your file. ☐ Who should the university contact at the CBO in case of an emergency? Who should they recommend the CBO contact at the university?	SLO should obtain all the information it needs in order to provide a comprehensive training/orientation for students. The CBO may also request that the students go through training on-site, or have a specific training prior to their service.

SLO=service learning office, SLD=Service Learning Director,
CPC=Community Partnerships Coordinator, CBO=Community-Based Organization

❑ **Risk Identification** □ Does the CBO provide a safety orientation? □ Will students ever work unsupervised with clients? □ Will the CBO request emergency contact information? How will it be used? If requested, SLO should have a copy. If the CBO is not collecting the information, the University should. □ Will the CBO cover liability insurance? Workers' Compensation Insurance? Does the CBO have any other types of insurances for volunteers? How will the students be covered? □ Outline the specific risks involved in this placement. Are there any risks in the community? □ Discuss how all this information will be incorporated into the Service-Learning Agreement.	Once the nature of the SL placement is clear, the Risks of these placements should be specifically taken into consideration. SLO should collect any forms or information that the CBO will be giving students. And keep on file at the University.
❑ **Tour of Site** □ CBO should give the university staff and/or faculty a tour of any facilities or sites in which service-learning students will be working. □ CBO should introduce SLD/CPC to any staff that will supervise students, or work directly with students. □ SLD/CPC should be looking for any potentially risky situations and CBP should bring any risk factors to the attention of the SLD/CPC.	This is an important step so that the SLO and faculty can see the situation their students will be working in, and ask any questions that may come up as the SLO sees the facilities. The Risk Manager can give you a list of "things to look for"
❑ **Evaluations** □ What evaluations/surveys will be requested? By whom? Filled out by whom? □ At what times throughout the service experience will surveys/evaluations be requested? □ How will the information from the surveys be used in the future?	SLO and faculty member should explain why they are collecting evaluations, and ask if there are any that the CBO would like to have completed.
❑ **Privacy Rights** □ Are students allowed to take pictures or video? □ What specific policies apply to the clients served?	Faculty should inform CBO of any research or writing that students will be asked to do that pertains to the clients.
❑ **Preparing All Signed Forms and Agreements** ❑ **Service-Learning Agreement (SLA)** □ Should include all aspects of the partnership that were talked about during the site-visit. □ Must be signed by the contracts & procurement office at the university, or another authorized signatory for creating a partnership with the university. ❑ **Learning Plan** □ Because the *Learning Plan* is referenced in the *Service-Learning Agreement*, aspects of the students' scope of work and nature of placement should be included here.	The SLO should format the SLA and have the contracts and procurement officer or other authorized signatory sign off, and then discuss the SLA with CBO. If aspects of the SLA need to be renegotiated, try to include all parties. Renegotiation is always possible. Try to find the best way to allow the placement to occur while also managing as much risk as possible.

SLO=service learning office, SLD=Service Learning Director,
CPC=Community Partnerships Coordinator, CBO=Community-Based Organization

LEARNING PLAN

Student Name: _____ Student ID#: _____

Address: _____

_____

Phone # _____ Email: _____

Course Instructor: _____ Semester/Quarter: _____

Agency/Site: _____ Phone #:

Site Supervisor: _____ Phone #: _____

Address: _____

Approximate # of Hours _____ Beg. Date: _____ End Date: _____

Learning Objectives: What do you hope to learn from this service experience-about the agency, about the challenges and assets of the population with whom you will be working, about yourself, about your community-and how does this connect to your course work?

_____

_____

_____

_____

Service Objectives: Identify and describe the nature of the service activities in which you will be engaged. The service objectives should be designed to help you work toward your learning objectives.

_____

_____

_____

_____

The Site Supervisor:

Agrees to guide this student's work and to submit a brief final evaluation of his/her achievement upon request.

Agrees to discuss any concerns about the service learner's performance with him/her directly, and with the course supervisor if necessary.

Site Supervisor Signature: _____ Date: _____

Faculty/Course Supervisor:

I have examined and approved _____'s learning plan.

Student Initials_____

Faculty/Course Supervisor
Signature: _____ Date: _____

Student Initials_____

LEARNING PLAN

The Student agrees to abide by the following Guidelines and Limitations

Guidelines

- **Ask for help when in doubt:** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/She can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the service learning office with questions concerning your placement.
- **Be punctual and responsible:** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- **Call if you anticipate lateness or absence:** Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- **Respect the privacy of all clients:** If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc)., it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- **Show respect for the community-based organization you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is service you by investing valuable resources in your learning.
- **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSU's ongoing Service Learning Program.
- **Be flexible:** The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

Limitations

- **DON'T** report to your service site under the influence of drugs or alcohol.
- **DON'T** give or loan a client, money or other personal belongings.
- **DON'T** make promises or commitments to a client you cannot keep.
- **DON'T** give a client or agency representative a ride in a personal vehicle.
- **DON'T** tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- **DON'T** tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
- **DON'T** engage in any type of business with clients during the term of your service.
- **DON'T** enter into personal relationships with a client or community partner representative during the term of your service.

* If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact _____

Student Initials_____

The Student:

Agrees to act in a responsible manner while representing California State University at the service learning placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.

Understands the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.

Has participated in an orientation and read the above stated guidelines and limitations and understands his/her role as a service-learning student in working with the community partner.

Understands and acknowledges the following risks involved with this service placement, and enters into this service-learning placement fully informed and aware.
Risks
1.
2.
3.
Etc…

Agrees to devote _____ hours per week for a total of _____ hours, effective from _____ to _____ in order to fulfill the service objectives described above.

Agree to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.

Student Signature: _____ Date: _____

Student Initials_____

Orientation Provided Before First Day of Service

✓ Details related to serving at the site

- ☐ Mission of the Community-Based Organization (CBO)
- ☐ Who does the Community-Based Organization Serve?
- ☐ What programs/service does the CBO Offer?
- ☐ Specific policies and procedures related to the service placement.
- ☐ Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
- ☐ Discuss CBO volunteer expectations.
- ☐ Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are "outside" the scope of work.
- ☐ Give the students their site supervisor's contact information
- ☐ Will the students need to meet with the site supervisor prior to beginning their service?
- ☐ How closely will the student be supervised? By whom?
- ☐ Who do the students call if they cannot make their scheduled service, or will be late?
- ☐ Discuss appropriate attire when providing service (based on CBO standards)
- ☐ Provide specific training for the position.
- ☐ What will the student learn? What qualities or skills will the students develop?
- ☐ Review confidentially rules for the site. Are pictures or video allowed?
- ☐ Review the risks associated with this placement. (Risks should directly reflect those listed in the *Learning Plan*).
- ☐ Explain what students should do if harassment occurs. Whom do they contact.
- ☐ Talk about service schedule (total number of hours, days and times of the week etc) Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
- ☐ Who can the students contact with questions or concerns about their placement (CBO contact, and campus contact)?
- ☐ Is there a CBO training or Orientation to attend? Where? When? How long?
- ☐ Where do students check in at the site on their first day?
- ☐ How are students' service hours recorded? (For their course and the CBO).
- ☐ Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that student is responsible for getting to and from the site.
- ☐ Who will be evaluating the students' service? Is there a formal evaluation the CBO will fill out?

On Site Orientation – Must Occur On or Before First Day of Service

✓ Site Specific Information

- ☐ Tour of site - location of restroom and break room.
- ☐ Where, and with whom, do students check in each time they arrive at the site?
- ☐ Where is the logbook kept (to record service hours)?
- ☐ Review safety rules of the site, location of emergency exits, and emergency procedures.
- ☐ Introduce students to other staff at the agency.
- ☐ Emergency Contact Information: ask students' permission to share with university.
- ☐ Review accident procedures at the site and what to do if a student or client is hurt.

Service-Learning Agreement

University and Community-Based Organization

This Agreement entered into this __ day of _____, ____ between the Trustees of the California State University on behalf of California State University, _____, referred to as "UNIVERSITY," and _____, referred to as "COMMUNITY-BASED ORGANIZATION."

I. Statement of Purpose –

A. The University… provide a description of the ways in which your university is committed to service learning.

B. The Community-Based Organization (Name)…provide the mission of the organization.

C. COMMUNITY-BASED ORGANIZATION and UNIVERSITY recognize the opportunity for meaningful learning experiences for the UNIVERSITY, COMMUNITY-BASED ORGANIZATION and service-learning students (STUDENT). The UNIVERSITY supports the goals and objectives of the COMMUNITY-BASED ORGANIZATION program in which STUDENT will participate.

II. *Priorities*

A. Program Activities

Activities will be accomplished in accordance with the *Learning Plan*, reviewed and agreed upon by the STUDENT, UNIVERSITY AND COMMUNITY-BASED ORGANIZATION prior to the start of the experience.

The STUDENT will:

1. Participate in all relevant trainings required by the COMMUNITY-BASED ORGANIZATION and stated in (Section III-A-2, Training and Orientation) this document.
2. Model professional and appropriate behavior when working with clients, and when on COMMUNITY-BASED ORGANIZATION site.
3. Support COMMUNITY-BASED ORGANIZATION events that are a part of the service-learning experience as required by faculty member.
4. Meet the goals of the COMMUNITY-BASED ORGANIZATION program and the service-learning course in which the STUDENT is enrolled.
5. Add any additional duties specific to the scope of work. Please be as specific as possible in this section or attach an amendment and reference it here.

B. **Safe and productive environment –** reference COMMUNITY-BASED ORGANIZATION's policy about safe work environment

1. COMMUNITY-BASED ORGANIZATION will:
   a. Give STUDENT a complete tour of the site, and ensure that STUDENT is aware of all emergency procedures and is able to act responsibly in the case of an emergency.
   b. Ensure that STUDENT is aware of the unique nature of the population of the _____ program, and is prepared to work with this population.
   c. California law may require the COMMUNITY-BASED ORGANIZATION to obtain STUDENT's fingerprints and submit them to the Department of Justice, and/or the Federal Bureau of Investigation, for a criminal background check. It is the COMMUNITY-BASED ORGANIZATION's responsibility to: 1) determine whether such fingerprinting is required; 2) obtain the STUDENT's fingerprints; and 3) obtain criminal background clearance from the appropriate agency.
2. UNIVERSITY will ensure that STUDENT agrees to the following:
   a. Abide by COMMUNITY-BASED ORGANIZATION rules and regulations while on site and working with COMMUNITY-BASED ORGANIZATION clients.
   b. Ensure that his/her interactions with clients are safe, positive and productive.
   c. Support the program and its objectives by providing support for clients or COMMUNITY-BASED ORGANIZATION staff as necessary and agreed upon in (Section II-A-1, Program Activities) this document.
   d. Add any other pertinent information regarding specifics of the site and the nature of the service-learning work experience.

III. *Structure and Support of Service-Learning Student*

A. COMMUNITY-BASED ORGANIZATION

1. Site Supervision – (Name of Site Supervisor responsible for safety and participation of STUDENT while on site). Site Supervisor will meet with the STUDENT at least (give number of times per week/month/semester) to update him/her on projects and to provide support. All program staff will support the STUDENT as they interact with him/her, and provide guidance and advice as necessary and appropriate. A secondary site supervisor (give the name of this person) will be responsible for the STUDENT in the absence of primary supervisor.

   a. **The** COMMUNITY-BASED ORGANIZATION director or his/her designee will meet (give number of times per week/month/semester) with ____(Name)____, faculty member at UNIVERSITY that has assigned the service-learning experience.

b. The COMMUNITY-BASED ORGANIZATION director and Director of the Service-Learning Center at UNIVERSITY shall meet as appropriate in order to facilitate the most mutually beneficial experience for all parties involved, or at the request of any of the parties involved.

2. Training & Orientation – (Name of Site Supervisor or designee) will provide specific training needed by the STUDENT prior to his/her working with clients or providing service to the COMMUNITY-BASED ORGANIZATION. Necessary training can be provided through collaboration between COMMUNITY-BASED ORGANIZATION, UNIVERSITY, and faculty member.
3. Work Space – STUDENT will have an appropriate space at the COMMUNITY-BASED ORGANIZATION site in which to conduct his/her assigned work. COMMUNITY-BASED ORGANIZATION will provide access and training for any and all equipment necessary for STUDENT to fulfill his/her required service role.
4. Evaluation – The COMMUNITY-BASED ORGANIZATION site supervisor will fill out survey(s) regarding quality of service that the STUDENT provided to the site, and as agreed upon in the *Learning Plan* document.

B. **UNIVERSITY** - UNIVERSITY will assign STUDENT to the COMMUNITY-BASED ORGANIZATION from ____ ____(COURSE NAME)_____, STUDENT can provide service to the _____ program that (describe the program or initiative that the STUDENT will be participating in).

1. Training and Reflection - UNIVERSITY will provide a training session for STUDENT regarding his/her responsibilities as described in Section II. The Service-Learning Director and Faculty Member (these people can be named specifically or just in title) will provide opportunities for STUDENT to reflect on his/her experience working at the COMMUNITY-BASED ORGANIZATION'S site.
2. Supervision and Accountability - ____(Name S-L Director or his/her designee____responsible for ensuring that the work of service-learning students is carried out effectively to meet the needs of the COMMUNITY-BASED ORGANIZATION) will work closely with the STUDENT, COMMUNITY-BASED ORGANIZATION, and FACULTY member to meet the expectations and priorities of the COMMUNITY-BASED ORGANIZATION'S site.

IV. *Length of Agreement Term*

A. Initial Term - The UNIVERSITY and COMMUNITY-BASED ORGANIZATION have reached this initial agreement for the term beginning _____ and ending _____. This term represents **(a school year, calendar year, semester, quarter).**

This agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party 30 days advance written notice of the intention to so terminate; provided further, however, that any such termination by COMMUNITY-BASED ORGANIZATION shall not be effective against any STUDENT who at the date of mailing of said notice by COMMUNITY-BASED ORGANIZATION was participating in said program until such STUDENT has completed the program as mutually agreed upon.

B. Renewal Process – **This agreement can be renewed (decide how often), and is based on STUDENT feedback, COMMUNITY-BASED ORGANIZATION evaluations and FACULTY desire to continue this relationship for the purpose of service-learning under the conditions that:**

1. The UNIVERSITY and COMMUNITY-BASED ORGANIZATION continue to be committed to actively supporting the goals of the other.
2. The STUDENT work is meaningful and helps to provide essential support to the COMMUNITY-BASED ORGANIZATION.
3. The relationship is consistent with the goals of the COMMUNITY-BASED ORGANIZATION, UNIVERSITY, STUDENT and the service-learning course.

A. A renewal process is only applicable if the faculty member intends to continue placing service-learning students at this site for the foreseeable future, or if the service-learning director feels that this site can be used for other service-learning opportunities and that the partnership should be kept up to date with an ongoing MOU.

The attached General Provisions, consisting of one page, is incorporation by reference and made a part of this agreement.
This document reflects my understanding of the relationship.

COMMUNITY-BASED ORGANIZATION	UNIVERSITY
_____	_____
Authorized Signatory	Authorized Signatory
_____	_____
Print Name	Print Name
_____	_____
Date	Date

General Provisions

Indemnification

The community-based organization shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this agreement. CSU (Campus) shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the community-based organization and the University that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees and duly authorized volunteers.

Insurance

The community-based organization shall procure and maintain General Liability Insurance, comprehensive or commercial form with $_____ minimum limit for each Occurrence and minimum limit of $_____ General Aggregate, as mutually agreed upon for this placement. The community-based organization shall be responsible for Workers' Compensation coverage for Students during this agreement.

The California State University system has elected to be insured for its General Liability exposure through the self-insured CSU Risk Management Authority.

The State of California has elected to be self-insured for its vehicle liability and Workers' Compensation and property exposures. As a State agency, the California State University, Office of the Chancellor, the Trustees, and the CSU system of campuses are included in this self-insured program.

Status of Students

Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the University.

Governing Law

All contracts and purchase orders shall be construed in accordance with, and their performance governed by, the laws of the State of California. Further, community-based organization shall comply with any state or federal law applicable to community-based organization's performance under this Contract.

Assignments

Without written consent of the CSU, this agreement is not assignable by the community-based organization either in whole or in part.

Agreement Alterations & Integration

No alteration or variation of the terms of the agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto any right to use the other party's name as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore nothing in this Agreement shall be construed as endorsement of any commercial product or service by the University, its officers or employees.

Survival

Upon termination of this contract for any reason, the terms, provisions, representations and warranties contained in this agreement shall survive expiration or earlier termination of this agreement.

Severability

If any provision of this agreement is held invalid by any law, rule, order of regulation of any government or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

Entire Agreement

This agreement constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof and supercedes all prior agreements, arrangements, and understandings with respect thereto. No representation, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein, and no party shall be bound by or liable for any alleged representation, promise, inducement, or statement not set forth herein.

Community-Based Organizations
Service-Learning Sign-In Sheet

Semester/Quarter:_____ Course:_____

Professor:_____ Site: _____

Name	Date	Time In	Time Out	Hours	Activities	Student Signature

Site Supervisor Print Name:_____

Site Supervisor Signature:_____

This form should is to be used as a sign-in sheet and sign-out sheet. When you arrive – report your "time-in", and the date. When you leave enter the "Time-out," the activities you did that day, and sign your name after your service hours are completed for that day.

Faculty/Campus Record of
Service-Learning Placements

Course_____ First Service Date_____

Faculty_____ Last Service Date_____

Semester/Quarter_____

Student Name	Community Partner	Expected Service Schedule

Faculty Signature_____

SL Director Signature_____

Student Tracking Sheet

Name:_____ **Sem/Qtr:** _____

Course_____ **Professor:**_____

Community-Based Organization Info.

Address:_____

Phone #:_____

Service-Learning Placement

Begins:_____

Ends:_____

Date	Time In	Time Out	Hours	Activities

Maricopa County Community College District Voluntary Assumption of Risk and Release of Liability
For Community Service

Caution: **This is a release of legal rights. Read and understand it before signing.**

Glendale Community College is a non-profit educational institution. References to Glendale Community College include Glendale Community College, the Maricopa County Community College District (MCCCD), its officers, officials, employees, students, agents, and assigns.

I _____freely choose to participate in the GCC Service Learning Program (henceforth referred to as the Program).

In consideration of my voluntary participation in this program, I agree as follows:

Risk of Program Activities: I understand that my participation in the Service Learning College Program specified above involves risks of physical harm or injury inherent in service activities including, but not limited to, working with people, participating in sports and recreation activities, cleaning and maintenance projects, preparing and serving food, and other service activities, and in transportation to and from service work sites.

Institutional Arrangements: I understand that Glendale Community College is not an agent of, and has no responsibility for, any third party that I may provide any program services to. I understand that Glendale Community College provides guidance and facilitates my Program activities only as a convenience to participants and that accordingly, Glendale Community College accepts no responsibility, in whole or in part, for loss, damage or injury to persons or property whatsoever, caused to me or others while

participating in the Program. I further understand that Glendale Community College is not responsible for matters that are beyond its control.

Independent Activity: I understand that Glendale Community College is not responsible for any loss or damage I may suffer when I am doing Program activities and that Glendale Community College cannot and does not guarantee my personal safety. In addition, I specifically acknowledge that in performing Program activities, I am doing so independently in the status of server/volunteer of the service site I choose, and not as a server/volunteer, employee or agent of Glendale Community College. I further waive any and all claims which may arise from such Program activities, acknowledge that workers' compensation benefits are not provided to me in my capacity as a server/volunteer, and hold Glendale Community College blameless from any of my negligent acts. I further state that I am not in any way an employee of Glendale Community College.

I further agree that I am solely responsible for my own equipment, supplies, personal property, and effects during the course of Program activities.

In addition, I agree that if I drive or provide my own motor vehicle for transportation to, during, or from the Program site, I am responsible for my own acts and for the safety and security of my own vehicle. I accept full responsibility for the liability of myself and my passengers, and I understand that if I am a passenger in such a private vehicle, Glendale Community College is not in any way responsible for the safety of such transportation and that Glendale Community College's insurance does not cover any damage or injury suffered in the course of traveling in such a vehicle.

Health and Safety: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any.

I understand that I may be required to pay up front for my medical expenses that I incur while participating in this Program. Further, I understand that I am

responsible for submitting any medical receipts to my insurance carrier upon my return. I recognize that Glendale Community College is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. Glendale Community College may (but is not obligated to) take any action it considers to be warranted under the circumstances regarding my health and safety. I agree to pay all expenses relating thereto and release Glendale Community College and MCCCD from any liability for any actions.

Participating in any activity is an acceptance of some risk or injury. I agree that my safety is primarily dependent upon taking care of myself. I understand that it is my responsibility to know what personal equipment is required (such as footwear, clothing, and other protective equipment) and provide the proper personal equipment for my participation in the Program, and to ensure that it is in good and suitable condition. I agree to ask questions to make sure that I know how to safely participate in the Program activities, and I agree to observe the rules and practices which may be employed to minimize the risk of injury while participating in the Program activities. I agree to reduce the risk of injury to myself or others by limiting my participation to reflect my personal fitness level, wearing the proper protection as dictated by the activity, not wearing anything that would pose a hazard in the performance of the activity, not ingesting or using any substance during the activity which could pose a hazard to myself or others. I agree that if I fail to act in accordance with this agreement that I may not be permitted to continue to participate in the activity.

Assumption of Risk and Release of Liability: Despite precautions, accidents and injuries can and will occur. I understand that participation in some of the Program activities may be potentially dangerous, and that I may be injured or lose or damage personal property as a result of participation in the Program. Therefore, I assume all risks related to the Program activities. Knowing the risks described above, and in voluntary consideration of being permitted to participate in the Program, I agree to release, indemnify, and defend Glendale Community College and MCCCD and their officials, officers, employees, agents, volunteers, sponsors, and students from and against any claim which I,

the participant, my parents or legal guardian or any other person may have for any losses, damages or injuries arising out of or in connection with my participation in this Program.

Signature: I indicate by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Release Form and acknowledge that I understand it. No representation, statements, or inducements, oral or written, apart from the foregoing written statement, have been made. The Release Form shall be governed by the laws of the State of Arizona which shall be the venue for any lawsuits filed under incident to this Release Form or to the Program. If any portion of this Release Form is held invalid, the rest of the document shall continue in full force and effect.

Signature of Program
Participant_____
Date _____

Signature of Parent or Legal
Guardian_____ Date
_____ (If student is a minor)

Return to service learning Web page

Direct feedback to: Randy Kimmens
URL: http://www.gc.maricopa.edu/servicelearning/frisk.htm
Last update: Tuesday November 14 2000